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THE INFLUENCE OF VIDEO ON READER RESPONSE:

INCORPORATING MULTIMEDIA WITH LITERACY INSTRUCTION

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THE INFLUENCE OF VIDEO ON READER RESPONSE:

INCORPORATING MULTIMEDIA WITH LITERACY INSTRUCTION

by

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The Influence of Video on Reader Response:

Incorporating Multimedia with Literacy Instruction

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Recent research has explored the effects on literacy of using multimedia presentations that actively integrate text and visuals; however, the potential effect of media use on reader response is largely unexplored. Due to expanding use of multimedia, it is important to understand how video can best be incorporated into literacy teaching. The purpose of this study was to investigate how a video version of a book influences students' oral and written response to a story by being administered either before, in the middle, or after a teacher reads the book aloud.

The participants for this study included students and teachers from three fourth-grade classrooms in a single school. Fifty students from generally low-income families participated by (1) completing two surveys about their reading and video viewing

preferences, (2) completing an attitude survey following each of the three treatments (before, middle, after), and (3) keeping a response journal for each book and video. The three teachers were interviewed twice, once following the first treatment and again at the study's completion. Using both quantitative and qualitative methods allowed statistical analysis of data pertaining to the qualitative nature of student journal responses while concurrently investigating students' and teachers' perspectives on the comparative value of video use before, in the middle, or after a teacher reads a book aloud.

The findings from pre/post surveys and post treatment attitude measures clearly suggest that the students preferred to see the videos before they heard the books. They felt that viewing videos beforehand helped them to better understand the stories. The findings from the response journal analysis suggest that reading/viewing sequence does not make a difference in terms of either the quantity or quality of journal responses. All three teachers thought the videos and response journals enhanced the literacy instruction of the books, and all perceived that the videos' visual representations of the books helped students to better understand the stories.

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Introduction

Children in the 90's have been reared in a multimedia rich environment. They are attuned to multimedia. Virtually all their entertainment is multimedia. The news they watch is no longer a dull talking head, but CNN with live coverage as dramatic as precision bombs exploding in the background. And most importantly, they have learned throughout their pre-school years from multimedia (Resch & Schicker, 1992; Thoman, 1999; Wetzel, Radtke, & Stern, 1994).

The infusion of multimedia into our environment is growing geometrically. Most children entering elementary school today will have never known a time without the following:

- Sixty channel cable television
- VCRs
- Cell phones
- Surround sound
- Interactive video games
- Encyclopedias on CD-ROM with sight and sound
- Spectacular, computer-generated movie graphics
- E-mail
- The Internet

Ten years from now children entering elementary school will have never known a time without High Definition Digital Television, Personal Communication System (PCS)

devices (incorporating a cell phone, voice mail, paging and remote Internet access), satellite radio and guidance systems in automobiles, and television programming on demand. Just as many middle class households of today have four television sets, many middle class households of 2010 will have four "video electronic access devices"--combined television sets, computers, Internet communication systems. The devices are on the drawing boards, but we have not yet decided what to name them. To the extent that there is a need to understand the effect of multimedia on learning today, it will be magnified ten-fold in ten years (Resch & Schicker, 1992; Thoman, 1999; Wetzel, Radtke, & Stern, 1994).

No one disputes that the classroom of the future will be not only multimedia, but also digitally multimedia. Internet access from every classroom is a current goal of all school districts. In many classrooms, teachers now employ computer based graphics programs such as PowerPoint. Digital cameras and video recorders are becoming ubiquitous, and "home-grown" multimedia in the classroom will soon be commonplace. Computer based instruction accompanying textbooks on CD-ROM (soon to be DVD) disks is increasingly a requirement of the publication marketplace (Thoman, 1999).

The popular literature abounds with discussions of the impact of the information age. But despite universal recognition that the digital revolution will affect every element of the educational process, literature is scarce on the effect of multimedia presentation on learning. Even more rare are studies employing experimental designs that measure relative assimilation, retention, and response to literature in elementary-age children with and without the use of multimedia. The purpose of this research is to explore such differences as they apply to intermediate students' responses to literature.

Statement of the Problem

A recent line of research has explored the effects on literacy of using multimedia presentations that actively integrate text and visuals. Dynamically combining text and narratives with illustrations and sound, multimedia applications-- such as interactive CD-ROMS, videos, the Internet, and hypertext-- are offering new modalities for using and acquiring literacy (Kamil, Intrator & Kim, 2000). Acknowledgement of the presence and relevance of media literacy has been widespread in recent years, due in part to the rapid development of computers and other forms of technology. While many debate its role, there are few who doubt the relevance of media literacy in the new millennium. Media no longer just influence our culture; media are our culture. Because media play such a pivotal role in global culture, the family, the school, and all community institutions share the responsibility of preparing children for living in a world of powerful images, words and sounds—media literacy (Thoman, 1999). Media literacy is the ability to create personal meaning from the verbal and visual symbols that are perceived everyday through television, radio, film, computers, newspapers, and magazines. Media literacy refers to composing, comprehending, interacting, analyzing, and appreciating the language and texts of both print and nonprint media. Thron (1999) states, "Media literacy is not so much a finite body of knowledge as a skill, a process, a way of thinking that, like reading comprehension, is always evolving" (p.50). The use of media presupposes an expanded definition of "text." Print media texts include books, magazines, and newspapers. Nonprint media include photography, recordings, radio, film, television, videotape, video games, computers, the performing arts, and virtual

reality (Thron, 1999; Cox, 1994). Whipple (1998) believes that because students are already talking about the internet, video games, television, and film teachers need to take advantage of these conversations and experiences. Students' growing understandings and use of film and other alternate forms of "text" can enhance media literacy in the classroom (Whipple, 1998).

Nevertheless, the information available on multimedia use in the classroom is considerably limited. The majority of what is accessible to teachers focuses on students of middle school, high school and college age. A significant number of studies that have been done at the elementary level centering on the role of technology in education focus heavily on computer use and rarely address the role of film and related response issues. Further, the films and related activities suggested in the studies are generally not appropriate for K-6 students; thus, elementary educators who are interested in instructional film use within the classroom lack supportive information and specific suggestions for film use (Whipple, 1998; Kamil et al., 2000).

According to Kamil et al., a particularly crucial area of research is curricular integration. In other words, researchers need to determine optimal combinations of technology and conventional literacy instruction. Research is needed on ways to make implementation of technology appropriate, useful, and beneficial for students and teachers. According to Kamil and colleagues (2000), ". . . we need to know what the effect of simply *using* other technologies has on literacy. Questions of engagement, self-efficacy, and cognitive strategies seem to be most urgent" (p. 784).

It is important to note, that in terms of students' engagement with literature and multimedia, their responses, as well as the manners in which they are created, will differ

as they move among texts. Engaging students in a variety of literacy experiences, including integration with multimedia, will provide educators with additional insights into individual students as responders and literate people (Whipple, 1998). We need to know more, however, about the interactive effects of multimedia and traditional literature presentation.

Research Questions For the Study

The research questions that guided this study were:

1. How does a video adaptation of a children's literature book influence children's responses to literature?
2. Does a video presentation of a story shown before, in the middle, or after a book being read aloud by the teacher enhance children's responses in breadth and depth?

The use of film versions of children's books were chosen for this research study because of the ubiquitous use of these films in the classroom. This research study is a starting point for empirical examination of the use of film in the elementary classroom and how it relates to reader response.

Significance of the Inquiry

Children's response to literature is a relatively new area of inquiry. Until 1979, the research concerned with reader response had been done with adolescents and adults because it was believed that children were not experienced enough to respond adequately to literature (Holland, Hungerford, & Ernst, 1993). During the past fifteen to twenty

years, educators and researchers have begun to learn a great deal about children's responses to literature; however, according to Holland et al., "Many studies remain to be done" (1993, p. 321).

Teachers use literature in the classroom for a variety of reasons, one of which is that literature has the potential for the exploration and illumination of life that can confirm or extend a child's own life experiences (Short & Pierce, 1990). Teachers must help children see the meaning and value in literature, and a response-centered perspective urges that teachers do so at the children's own pace and in their own way. In order to foster children's engagement with books, teachers must be sensitive to children's responses; thus, they must understand the ways in which children respond to literature. The potential effects of media use on reader response is largely unexplored. This study will extend educators' understanding of children's responses to literature, exploring how a video of a book influences their oral and written response to a story.

Paradigm

A paradigm provides a way of looking at the world. It shapes a research study by providing the assumptions, the rules, the directions, and the criteria by which the study is carried out (Erlandson, Harris, Skipper & Allen, 1993). Lincoln and Guba define a paradigm as "a systematic set of beliefs, together with their accompanying methods" (1985, p. 15).

This research was conducted within the constructivist paradigm and perspective. The following are assumptions underlying the constructivist paradigm: (1) there are multiple constructed realities that can be studied holistically, (2) the inquirer and the "object" of inquiry interact to influence one another; knower and known are inseparable,

(3) the aim of inquiry is to describe the individual case, not to generalize, (4) all entities are in a state of mutual simultaneous shaping so that it is impossible to distinguish causes from effects, (5) inquiry is value-bound. Based on these assumptions, it made sense to draw upon the constructivist paradigm in studying students' responses to literature and film. First, prior research and experience indicates that every individual brings a unique personal contribution and set of experiences to a work of literature or to a film. As a result each response is unique to each individual (Koeller, 1988; Kelly, 1990). The constructivist paradigm allows for multiple realities or unique responses that can be studied holistically. Second, in the social sciences total generalization is never possible. Data gain meaning from context-specific interrelationships. A deep understanding of social phenomena is gained from observations in their own context, in this case, the classroom. In trying to understand children's responses to books and the accompanying videos, the substantive content of individual children's responses must be understood in the context in which they were generated. Each person is unique in how they perceive a book. Nevertheless, the qualitative and quantitative nature of the responses are subject to some level of generalization – hence the mixed methods approach. Third, it is not possible to be completely objective when studying human interaction; thus, this research is value–bound to the extent "…that no methodology can be totally separated from those who have created and selected it" (Erlandson et al., 1993).

Strategy of the Inquiry

The strategy for inquiry for this research project was naturalistic inquiry. Naturalistic inquiry is dependent upon context. Erlandson et al. (1993) explain that "This stems from its fundamental assumption that all the subjects of such an inquiry are bound together by a complex web of unique interrelationships that results in the mutual

simultaneous shaping described earlier [of reality]" (p. 16). Naturalistic inquiry assumes that there are multiple realities and that the researcher and informants mutually influence one another.

The children were studied in their fourth-grade classroom, a natural setting that encouraged their making sense of or interpreting ". . . phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1994, p. 2). The methodology was designed to capture the individual's point of view, reporting as accurately as possible the children's perspectives upon the books and videos they experience. In order to gain a more in-depth understanding of the informants' perspectives, the design employed multiple methods to generate data. These methods included field notes, videotapes and audiotapes of class discussions, student response journals, pre/post student surveys, post treatment attitude student surveys, and audiotaped teacher interviews.

A naturalistic inquiry provides the best understanding of children's responses to literature. The context of this study was very focused-- a particular setting (i.e., a fourth-grade classroom) during a specific time period (i.e., the 2001-2002 school year) at a specific event (i.e., children responding orally and in writing to a book read aloud by their teacher and to a corresponding video). Naturalistic inquiry, with its focus on context, is a beneficial way to study children in their natural setting engaged in a natural activity.

Organization of the Study

The remainder of the dissertation is organized as follows: Chapter Two reviews the literature and prior research related to the study in the areas of reader response, literature-based classrooms, response to literature, engaged reading, media literacy, and literature-based media. Chapter Three presents an overview of the research design

including selection of subjects, selection of literature and films, and procedure for data collection and analysis. Chapter Four presents the research findings. This chapter is divided into four sections: Pre/Post Surveys, Post-Treatment Attitude Surveys, Response Journals, and Teacher Interviews. Chapter Five summarizes and discusses the findings of the study linking it to previous work. Limitations and suggestions for future research complete the chapter.

Chapter II
Review of Related Literature

Introduction

Throughout the history of education there have been numerous literary theories, all suggesting different ways of interpreting and viewing literature. Recently literary theory has begun to focus more on the uniqueness of the individual reader. This theory of literature, termed reader-response, has signaled an important role for readers as being active participants in the reading process. Not all reader response approaches are identical in their emphasis; however, they do all underscore the importance and the role of the reader. This literature review focuses on the reader response approach first promulgated by Louise Rosenblatt (1938), and it illustrates how reader response theory is being applied in the classroom by creating literature-based classrooms that include reading aloud to children and the incorporation of literature response journals. This literature review also explores engaged reading, media literacy, and literature-based media as they relate to classroom literary practices.

Transactional Theory of Literature

Although the idea has become more prominent in the last couple of decades, reader response theory has been around since the 1930's. Louise Rosenblatt's pioneering work, *Literature as Exploration*, first published in 1938, signaled a new era in teaching literature.

Reader response theory views reading as a purposeful act, a social act, as well as a deeply personal act. Its focus is on the reader and the act of reading, although it does not

dismiss the importance of the text (Sheridan, 1991). Rosenblatt's transactional theory of literature insists on the essentiality of both reader and text.

According to Rosenblatt, reading involves a transaction between the reader and the text in which neither the text nor the reader can be seen as "the sole repository of meaning" (Sheridan, 1991). The reader is able to construct a personal meaning of the text, with the text helping to shape and guide their meaning. Rosenblatt believes that the text acts upon the reader in the sense that the words stimulate memories in the reader from which he selects ideas that he sees as corresponding to the text.

Rosenblatt says that it is important to see reading as an active process. It involves the reader bringing to the text his past experiences of language and life. During reading a reader pays attention to the images, feelings, attitudes, associations, and ideas that the words and their referents evoke in him (Rosenblatt, 1978). The literary experience that occurs between the reader and the text is what Rosenblatt refers to as the "poem." She says:

> The poem, then, must be thought of as an event in time. It is not an object or an ideal entity. It happens during a coming-together, a compenetration, of a reader and a text. The reader brings to the text his past experience and present personality. Under the magnetism of the ordered symbols of the text, he marshals his resources and crystallizes out from the stuff of memory, thought, and feeling a new order, a new experience, which he sees as the poem. (1978, p. 12)

Rosenblatt distinguishes between two different stances that readers take while reading, depending on their purposes for reading. The efferent stance, derived from the Latin word "effere," meaning “to carry away,” focuses the reader's attention on the information to be taken from the text. This stance primarily involves the reader analyzing, abstracting, and accumulating information to be retained after the reading. A

reader may take an efferent stance when he is seeking advice or reading directions (Rosenblatt, 1993; Wilson, 1981).

In contrast, the aesthetic stance focuses the reader's attention on the lived-through experience of reading. Readers concentrate on their personal feelings, thoughts, images and associations that are evoked during the reading. Rosenblatt argues that when reading any one text, a reader will shift along a continuum from the efferent stance to the aesthetic stance, but she says, "any particular reading act will be predominantly efferent or predominantly aesthetic" (Wilson, 1981, p. 6). Rosenblatt's transaction theory has provided several critical insights for supporting children's reading of literature.

Efferent Teaching

Rosenblatt explains that the usual notion of a text is that it contains "the" meaning, and the reader has to learn how to decode this meaning; it is already waiting for him in the text (Wilson, 1981). Robert Probst (1986) argues that the idea cultivated in many classrooms is that students are expected to submit to the authority of the text. Meaning resides there on the page, and it is to be " . . . found, dug out, learned, and tested" (p. 61). Koeller (1988) says, "Rosenblatt worries, correctly I think, that teachers devalue aesthetic reading in favor of reading for information, not pleasure, self-understanding, or cultural values" (p. 5).

Many times during the discussion of a text that has been read, the only readers whose opinions count are those of the teacher's, the critic's, and the literary scholar's. Implicit in the idea that there is a "correct reading" is the notion that it is the teacher's task to help the student see it because students' readings are naive; whereas the teacher's reading is interpretive. A hierarchical relationship is established between the readers in which the teacher is the authority or expert, and students' responses are less valuable than the teacher's knowledge (Probst, 1986; Sheridan, 1991).

If the idea of reader response, as Rosenblatt has argued, is that meaning emerges from the transaction between the reader and the text, rather than residing in the text, then the authority of critics and literary scholars is undermined. The teacher cannot teach "the meaning" because the critics can not be authorities on each student's individual meaning since they do not know the students. They may still remain authorities on information about such things as the writer, the history, the influences or the genre, but they cannot be authorities on meaning. The critics and the teacher become not experts on meaning, but simply other readers with whom to talk. According to the idea of reader response, when talking about meaning and the significance of a literary work, all readers are equal (Probst, 1986).

All too often, particularly at the secondary level, a literate classroom consists of a teacher assigning a text; students reading the text outside of class; the teacher, as "expert," discussing the text with the students; and the students writing interpretive papers on the text. The classroom becomes a routine of assign-read-discuss-write, and this routine is in opposition to the idea of reader response (Sheridan, 1991).

The idea of teacher as expert is also found at the elementary level. Often literature conversations among children are discouraged. Research has shown that in school, children initiate only one in four conversations with teachers; whereas they initiate three out of every four conversations at home. In contrast to the situation at home, most of a child's school interaction is dominated and directed by teachers who usually have goals in mind to assess the children's comprehension of specified content. Rather than accepting and extending children's topics, teachers often ignore them in the pursuit of their own (Koeller, 1988).

In terms of literature, teachers' topics often include checking comprehension of a story by asking children a series of questions. "Almost all of children's experiences with literature in elementary schools today are in this inquisition mode" (Eeds & Wells, 1989).

Children will gather together in groups to discuss a story (often one they read in their basal), but the discussion usually takes the form of the teacher asking the questions and the children attempting to answer them. Their comprehension is measured by how well their answers match those in the textbook (Eeds & Wells, 1989).

This type of practice reflects what Rosenblatt refers to as efferent reading. The children read in order to take information away from the book, many times in order to pass a test (Eeds & Wells, 1989). She says that if children read with the notion in the back of their minds that there is going to be some kind of a test of details or some factual summarizing, then it prevents them from having a really rich aesthetic experience (Wilson, 1981). The inquisition model of discussing literature is in direct conflict with reader response theory. The inquisition model assumes that a correct interpretation exists that is known to the teacher and is to be discovered by the students; whereas, reader response theory espouses the notion that there are several meanings of a text, not just "the" one correct reading (Eeds & Well, 1989).

Aesthetic Teaching

In order for teachers to enable students to read aesthetically, Rosenblatt says they must create a situation or atmosphere in which students feel free to pay attention to their lived-through experience. Too often students read only to satisfy the teacher's notion of what the text means, and they have not learned to pay attention to their own inner experience. Rosenblatt believes that teachers should try to do away with the kinds of questions and tests that lead students to feel that the text should be read in an efferent way. Too often when students know they are going to have a test or are going to have to answer questions about the reading, it prevents them from having a really rich aesthetic experience. Rosenblatt explains that when students, year after year, have been reading to satisfy the teacher's notion of what the text should mean then they probably have never

learned to pay attention to their own inner experience (Wilson, 1981). She says a positive way to encourage students to read aesthetically is to have discussions after they have read or heard a story that involves open-ended questions. Rosenblatt worries that teachers devalue aesthetic reading in favor of reading for information, not pleasure, self-understanding, or cultural values (Koeller, 1988).

In the discussions following the reading of a text, students are encouraged to examine and share their responses: emotions, associations, memories, images, ideas. The discussion of these responses will help them to create their understandings of the text. Meaning is made, rather than found, in a social context. When children talk about books, meanings emerge. Socializing helps to bring enjoyment and potential depth to the act of reading (Probst, 1988; Koeller, 1988). According to Crafton (1982), children who share opinions offer their anecdotal associations and listen to other's reactions to the text are learning to evaluate ideas. "They are practicing rational thinking as they mobilize, formulate, test and revise their world views to confirm or expand one another's meaning about life as it relate to their reading" (p. 195).

Because many of the responses that students share are highly personal, it is important that the classroom atmosphere be respectful, supportive and cooperative so that the students feel comfortable exchanging ideas and taking risks. Literature discussions should not be debates, but rather they should encourage students to clarify and refine their ideas (Probst, 1988). Kiefer (1983) found in her study of a combination first/second grade classroom that the setting seemed to be the key to the richness and depth of the students' responses. The children seemed to need time, a variety of materials in which to be able to respond to the literature, and most importantly, a teacher who was able to develop their responses instead of stifling them. Rosenblatt believes that teachers also must be prepared to share their responses with the students, and they must be willing to

see that a particular work may evoke student attitudes and ideas different from their own (Gambell, 1986). Kiefer (1983) asserts:

> When we take the time to watch individual children reacting to a variety of books, when we watch these reactions change, and when we note the influence of a particular setting on these reactions, we may *begin* to set a framework for response, both literary and artistic. (p. 20)

Literature-based Classrooms

The upsurge of reader response theory has caught the attention of many researchers and teachers. Educators are creating classroom environments and literature programs that are in harmony with Louise Rosenblatt's transactional theory of literary response. In the last few years there has been an enormous increase of interest in children's literature and the use of this literature across the curriculum, resulting in literature-based classrooms. The literature-based classroom "revolution" (McGee, 1992) has resulted in classroom-based research focusing on children reading and writing about literature.

The rationale for literature-based classrooms and reading programs can be traced back to Louise Rosenblatt and her transactional theory of reader response. Influenced by her work, whole language incorporated the term "transaction" to represent the complex relation between the reader and the text (Goodman, 1989). Zarillo (1989) observed 15 literature-based classrooms and found that one of the characteristics that they all had in common was "children's response to literature." Teachers posed interpretive questions to students, as advocated by Rosenblatt, after students had heard or read a book. The open-ended responses to stories allowed the children to share their interests, questions and interpretations after experiencing a book. In other words, they were engaged in more of an aesthetic reading of the text rather than an efferent one.

Barbara Chatton (1989) has identified several functions that literature serves in elementary classrooms when used across the curriculum. First and foremost, literature entertains, but it also extends meaning and helps children pose questions throughout the day as they react to what they read and hear. Incorporating literature across the curriculum avoids fragmentation by enriching brief lessons on specific topics that seem to be isolated bits of information. Literature makes connections and it enhances problem solving. Literature fosters critical thinking and expands horizons, providing students with historical, social, and cultural insights. Chatton believes that when literature is used across the curriculum it enriches the life of the classroom and enhances the vicarious experiences of students (1989).

Reading-Aloud

One of the important elements of a literature-based classroom is that teachers regularly spend time, on a daily basis, reading aloud to the students. Reading aloud to children from tradebooks is an integral part of a literature-based curriculum. By reading aloud, a teacher is able to share and model her enthusiasm and love of reading (Fuhler, 1990). For the students, reading aloud has many benefits. It contributes directly to their early literacy development, provides a motivation for learning to read and reading, helps to develop their vocabulary, strengthens their listening skills, develops their sense of story and knowledge about concepts of print, and encourages them to develop their imaginations (Huck, 1990; Fuhler, 1990).

According to Karen Smith (1990), reading aloud accomplishes three important goals: 1) it provides a way to share thoughts and feelings about life, 2) it establishes a community of literary friends who may offer assistance throughout the year, and 3) it offers an opportunity for the teacher to demonstrate ways that readers can turn back to the text in order to move toward being more reflective and critical readers. Smith suggests

creating a special area in the classroom for this type of aesthetic reading, such as a carpeted reading corner. Read-aloud sessions need to include time for whole-group dialogue about a book before and after it is read. Talking about a piece of literature they have heard together allows children to inquire and critique (Sheppard, 1990).

Reading aloud daily to children should occupy prime time in every classroom. By reading aloud to children every day they will learn that literature is a source of pleasure, and this realization will stay with them for the rest of their lives, creating lifetime readers.

Literature Response Journals

A second important aspect of literature-based classrooms is allowing for children to engage in a follow-up activity after experiencing a book. Often that activity involves writing (Tunnell & Jacobs, 1989). Research on reader response to literature and on the writing process suggests that journal writing may provide an excellent method for students to articulate and develop their responses to literature.

A literature response journal is an open-ended and personal journal in which students are invited to record their reactions to the literature experienced, either by writing or drawing in their journal, during or after their reading. By recording their responses, literature response journals elevate students' reading to an active process of personal meaning- making, and they give students a chance to reflect on the literature (Hancock, 1993). Joanne M. Golden and Elaine Handloff (1993) state:

> The journal, perhaps in contrast to other modes of response, lends itself to capturing what Rosenblatt referred to as the intensely personal and active experience of reading literature. Since readers may write in journals both during and after reading a particular work, it is possible to see how the text

> unfolds for the reader. Thus, the role of the reader in making sense of literature is illuminated in journal writing. (p. 175)

Because students are able to choose the foci of their entries, the literature response journal provides insights into what the student thinks is interesting or significant about a work (Golden & Handloff, 1993).

According to Carol Fuhler (1994), literature response journals serve a number of important uses. First, literature response journals encourage thoughtful, personal engagement with trade books. Second, students are given the responsibility of eternalizing and monitoring their own learning as they read and react in writing to a book they experienced. Third, students have the freedom to write about what they choose; thus, literature response journals enable them to have a voice in their work. Finally, response journals empower readers to collaborate with an author as they create a uniquely personal meaning together. In other words, " . . . the primary power of journals . . .is that the child owns the ideas, the child is the director of the reading and the response, and the child reflects on matters of interest" (Hepler, 1992, p. 189).

Literature response journals are also an effective tool for gaining insight into what Rosenblatt calls the reader's transaction with literature. Literature response journals provide insights into reader response, and they reveal information about how a student is developing as a reader in terms of reading interests and reading strategies and as a writer who learns to articulate thoughts and feelings for an audience.

Analysis of literature response journals can aid a teacher in determining what types of responses students are making. Knowing how children respond is key to student response-centered teaching because it gives teachers a basis for asking questions, giving prompts, and planning further experiences with literature. According to Nicholas J. Karolides' (1997) research, when unprompted, children's natural responses to literature indicate that they take a predominantly aesthetic stance (questioning, focus on a part,

associations, hypothesizing) rather than a predominantly efferent stance (explanations, print and language, content). Julie E. Wollman-Bonilla and Barbara Werchadlo (1995) conducted a study that revealed children's responses fell into two qualitatively different types of responses. Text-centered responses focused on what was happening in the book, and reader-centered responses focused on the reader's thoughts and feelings about the book and the experience of reading it. These studies reveal that it is essential that teachers provide opportunities for children to engage in reading that allows them to respond both aesthetically and efferently. Student responses reflect a personal attempt at meaning-making of a literary work. It is not only beneficial, but imperative as well, that teachers read and analyze reader response journals to better understand a student's personal response style and growth as a reader (Karolides, 1997).

Engaged Reading

A great deal of research on literacy and reading in particular has focused on the cognitive aspects of reading. However, researchers have begun to reconsider the balance between cognitive and affective (specifically motivational) aspects of reading and literacy (Guthrie, J. T, & Wigfield, A., 2000). It has become evident that purely cognitive accounts of reading behavior are incomplete. Just because someone is able to read does not mean that they will be willing to do so (Rueda, MacGillivray, Monzo, Arzubiaga, 2001). Recent research has shown that it is not enough to just focus on the basic skills and strategies in the instruction of reading. "It is students' interests that must serve as the starting point" (Au, 1999, p. x). Kathryn Au (1999) believes that once students experience the joys of reading, they can then see the sense in learning the skills and strategies needed to be able to read. Students are then more likely to be motivated to learn to read and may be more willing to do so.

The engagement perspective requires researchers to consider not just how people read, but why they would choose to read. Engagement in reading recognizes the importance of students' motivations for becoming literate and learning to read (Au, 1999). If someone is engaged in an activity it means that person is involved at a deep level in that activity. Students are engaged readers when they read frequently for interest, enjoyment, and learning. Engaged children read widely for a variety of purposes and create situations that extend opportunities for literacy (Baker, L.; Dreher, M. J.; Guthrie, J.T., 2000). According to McCarthey, Hoffman, and Galda (1999):

> Engaged reading may occur at all levels of development—from the emergent reader immersed in the reading of an "old favorite," to a fifth-grade reader's expository selection search for information to support a research project (p. 48).

The heart of engagement is the desire to gain new knowledge of a topic, to follow the excitement of a narrative, and to expand one's experience through print. Engaged readers are curious and involved in a literate lifestyle (Baker et al., 2000).

Motivation is inherent in the term "engaged." Motivations are "reasons for reading" (Guthrie & Alvermann, 1999). Students possess both intrinsic and extrinsic motivations. Guthrie and Anderson (1999) have identified six types of intrinsic motivations for reading: involvement, curiosity, social, challenge, importance, and efficacy. Some extrinsic motivations include: recognition, competition, grades, and work avoidance. However, engaged reading involves more than motivation. Engaged reading refers to the joint functioning of motivation, conceptual knowledge, strategies, and social interactions during literacy activities. To promote engaged reading, teachers must design reading lessons that develop long-term motivation, knowledge, social competence, and

reading skill. Reading engagement is essential to students' long-term reading achievement (Baker et al., 2000).

Media Literacy

As noted in chapter one, the current generation of students is a video generation (Paris, 1997). Paris (1997) states, "They learned to read with Big Bird on *Sesame Street* and their view of the world has been largely formed and shaped through visual culture" (p. 3). Students' familiarity with visual media can make film and video a powerful pedagogical tool (Paris, 1997). During the 1970s and earlier decades, integrating visual media consisted of using slides, filmstrips, and films. This has changed considerably in the past decade (Marlow, 2003). The advancement of technology has allowed for text and narratives to be combined with illustrations and sound; thus, multimedia applications such as interactive CD-ROMS, videos and DVDs allow students new ways of acquiring and using literacy (Kamil, Intrator & Kim, 2000; Marlow, 2003).

Several studies demonstrate that the use of media can be an effective tool in literacy instruction (Lin, 2003). One recent study conducted by a fourth grade teacher revealed that multimedia is an effective tool in the language arts classroom. The teacher used television/videos in conjunction with texts, using computers for information and writing, and other reading/writing instruction (e.g., book clubs) to engage students in a language arts unit. The teacher found that students' reading comprehension and attention span increased, content knowledge was reinforced, and students had more aesthetic responses (Lapp, Flood, & Fisher, 1999).

As technology advances, new ways of transmitting knowledge are developing rapidly. When teachers expand their methods of literacy instruction to include multimedia, they may be able to reach more students in the language arts classroom and meet students' different learning styles than would be the case using purely traditional teaching methods (Lin, 2003; Marlow, 2003).

Literature-Based Media

The audio-visual arts have always played a significant role in children's literary experiences. As early as the Middle Ages, long before children held picture books in their hands, they had seen literature brought to life by performances of real people (May, 1982). Today, technology not only allows a highly sophisticated interaction between text and illustration on the page, but it has also set story in motion on celluloid. Film artists are as interested as ever in the audio-visual arts, wanting to recapture the wonders of children's literature onto film (Thron, 1991). Currently film viewing plays a major role in popular culture and in the daily lives of students. Michelle Whipple (1998) states:

> In short, there are two approaches which may be taken by educators in response to this trend. We can either become resentful and judgmental about frequent home viewing practices, mourning the de-emphasis of written texts, or we can look at students' movie experiences and emerging knowledge of films as an opportunity to support literacy development and to make connection with more traditional media (i.e., written text). (pp.145-46)

J. Hillis Miller, a past president of the Modern Language Association, echoes this sentiment:

> The United States is more and more becoming a country in which, for better or worse (and it is not necessarily all for the worse), our common

> culture is primarily determined not by the reading of books, canonical or otherwise, but by the domination of the mass media: television, cinema, popular music. There is no use simply deploring this trend. We must think through its implications and take advantage of it. (cited in Thron, 1991, p. 56)

Film or video use in the elementary classroom has traditionally played a less prominent role in the language arts curriculum than other instructional materials. Videos have traditionally been used as a supplemental resource, follow-up activity, form of reward, or filler. Until recently, films have rarely been approached as serious matter for literacy instruction. The idea "It's Movie Day!" often meant the lights went off, children's heads went down, and teachers finally got some grading done (Whipple, 1998; Golden, 2001). In recent years, however, the acknowledgement of the presence and relevance of media literacy has been widespread, due in part to the rapid development of computers and other forms of technology. Students are talking about the Internet, video games, television and film (Whipple, 1998). Educators are taking advantage of these conversations and experiences and are using videos in the classroom as an alternative "text," transferring Rosenblatt's reader response theory from written text to film text. The term "viewer response" has been adapted from Rosenblatt's "reader response." This new variation emphasizes the change in focus from reading to viewing. The focus moves from "the reader, the text, the context" to "the viewer, the text, the context" (Whipple, 1998). The role of the reader, as stressed in reader response theories, can be analogized to the role of the viewer and the same perspective can be used to describe how understanding and literary discourse is created in response to film as well as literature (Cox & Many, 1989). Teaching methods that are used with the reader response theory such as using journals, immediate response papers, lengthy response papers, small group study, and conferences can all be used with the viewer response theory in addition to

class viewing of films/videos. The viewer response approach can result in richer, more meaningful film viewing experiences for both teachers and students (Kear, 1988).

In this day of video, film and television input, it no longer seems logical to question the validity of showing filmed versions of literary works; however, although educators are beginning to recognize that videos are valuable instructional materials, there is very little research involving experimental studies done on their use in the classroom at the elementary or secondary level (McCauley, 2000). Fuller (1996) addresses why media studies have not caught on in the United States. He asserts that English teachers are afraid of being accused of teaching frivolous subject matter and that too many governmental programs make it difficult for teachers to change the curriculum away from the traditional English curricula. Too often teachers who use film in the classroom are subject to attack because of the subject matter, content, images or language found in the film (Foster, 1998). Foster (1998) states:

> Even though many studies call for media to be in schools, the irony is that few teachers can risk it without incurring local criticism. Neither the government, nor researchers, nor educators have made U.S. classrooms hospitable places for the study of media. (p. 174-175.)

Most of the studies that have been done on video use in the classroom focus on middle school, high school and college age students. Kohl (2001) conducted a study with eighth grade students who viewed Francis Ford Coppola's film version of *The Outsiders* after reading the novel by S. E. Hinton. Students attended classes in a 4x4 block consisting of language arts, math, science or social studies each semester and an elective. The teachers engaged in interdisciplinary planning teaching by themes. Kohl found that by participating in various activities across the disciplines that involved both the video and the text, comprehension of the book was enhanced for the students and teachers were able to simultaneously meet the benchmarks and prepare the students for their state's

standardized test. In addition, the students learned about film rhetoric and other media devices.

Another study done at the middle school level involved using film excerpts with seventh grade students to develop their understanding of character development. The study revealed that media literacy activities in the English language arts classroom can promote strategies of reflective thinking, self-monitoring, close observation and visualization (Hobbs, 2001). Witkin (1994) talks about using popular media in the middle-school classroom to motivate and stimulate students and to validate her lessons. Films and taped TV episodes are used to help students discover the lasting influence of literary traditions in contexts that are accessible to them. Witkin states, ". . . to them, literature gains stature if valued by the media" (p. 32).

Whipple (1998) conducted a longitudinal research project investigating the changing literacy experiences of a group of students as they moved through grades 5-7. Bi-weekly she had conversations with the children in the study about books they had been reading in and out of their classrooms. Over the course of the three year study she found that students often referred to films they had viewed both in and out of class, making intertextual references and connecting themes. The students displayed the ability to compare across modes and mediums, between written text and film text.

Golden (2001) conducted a five-week unit on the study of film with a senior-level English class. He found that after learning about film techniques and film analysis, students seemed much more willing to analyze and critique written works. The students' analytical skills improved along with their reading skills. Barr (1986) also looked at film use in the high school classroom, discovering that remedial students who had a hard time sustaining interest in an entire book did better when they were shown the video adaptation in 20 minute segments that corresponded to the book. She found that the films were a stimulus in motivating students to want to read the books. Schillaci (1970)

suggests, “the more intense the experience of a film or television show, the more likely it is to generate a desire to augment that experience by reading either the original work or a novelized form of the screen play” (p. 21).

Research at the high school and college level has shown that using video in the classroom helps students to become critical observers and learn how to interpret films by practicing the skills they learned in analyzing literary texts. Students learn the similarities between literary and filmic devices such as symbolism, setting and point of view, and they learn how to evaluate different interpretations of a literary text and to compare those varying interpretations with their own (McCauley, 2000; Costanzo, 1992; Teasley & Wilder, 1997; Simmons & Baines, 1998).

Information on video use at the elementary level is limited. Much of what is available on this topic has been contributed by Carole Cox (Whipple, 1998). She has conducted a variety of studies dealing with film use in the elementary classroom. One such study involved a ten week film study and filmmaking unit with students in grades 3-6 (1975). The purpose of the study was to expose the students to several short art films, to discuss and critique the films and their varied techniques, and then to have the children make a film. Cox (1983) used the idea of filmmaking in another study with fourth graders to examine how film and filmmaking can be a medium of self-expression. Another study conducted by Cox (1978) identified and described the interest patterns of fourth and fifth grade students as they pertained to the content of short films. The study also determined if the film interests were associated with the gender, race or socioeconomic status of the students. Cox and Joyce Many (1989) were one of the first educator-researchers to make connections between Rosenblatt’s theory of reader response and film viewing. They conducted a study with ten-year-old girls and discovered that one of the ways in which the girls moved through their experience of responding to their

readings was to frequently associate the novel with other stories they had experienced as films.

In using videos in the classroom, it is important to note that there are significant differences between films and books. One of the ways in which they are different is that films are multisensory experiences that engage students' minds differently than books. Books provide a richness in language that films cannot match, but films offer the viewer the power of image, drama and sound instead of relying on language alone (Thron, 1991). Books and film differ as well in the way that time affects one's experiences of each of them. Joan Russell Thron (1991) explains:

> A film moves forward at twenty-four frames a minute no matter what we would have it do. If we leave the room or the theater, film proceeds without us. In that sense it has a life of its own; its energy and timing exist outside our will, unlike those of a book, which accepts our command and invites our participation in the construction of the meaning. (p. 53)

A third difference between film and books is in the physical environment in which the viewing or reading occurs. Although one views a film in a socially defined space that provides privacy, it is a "public privacy" for one does not sit alone but together with others. The privacy of reading is much deeper. A reader must engage his imagination to construct the world of the book. "We meet the author in a private world which we create together and which, having made, we share intimately" (Thron, 1991, p. 54).

Despite the differences in film and books, they are both powerful forces and are both potentially meaningful. It is how students experience each that defines the quality of the experience.

> To leave a child alone in the dark with the image is like giving him a book without reading it to him: the child will go through the motions, pretending reading or pretending seeing, but without the talk, the showing,

> the pointings, the sharing, the words are words, the images images. Meaning atrophies. (Thron, 1991, p. 57)

Research has found that film and video use in the classroom provides opportunities to bind children together and bring validation to their varied home and school literacy experiences (Whipple, 1998). Educators should acknowledge the many sources of "literariness" in today's culture, including cinematic art and narrative.

Conclusion

Research has shown that elementary students are capable of responding to literature with high levels of abstract and critical thinking; levels that are usually associated with the responses of older middle and high school students (Galda, 1990). Educators today are concerned with elementary children's responses to and interpretations of literature. They are interested in examining the kinds, levels and foci of children's talk and writing about literature. Educators are concerned with the processes that both individual readers and groups of readers use to construct personal and shared meanings about literature (McGee, 1992). "The challenge for research is to continue to seek new understandings that will inform our thinking about children, literature and reading" (McGee, 1992, p. 536).

Chapter III
Methods and Procedures

Previous studies on the use of film in the classroom focus on middle school, high school and college-age students. There is relatively little information available to elementary teachers on films and related activities for film use in the classroom. Due to the relevance of media literacy, it is important to understand how this technology can be incorporated into the teaching of literacy. For this reason, this study investigated how video influences reader response.

The research method in this study combined quantitative and qualitative analysis and involved six levels of data collection: (1) researcher field notes of the class discussions of the books and videos (2) videotapes and audiotapes of the class discussions of the books and videos, (3) response journals from each of the students, (4) pre/post student surveys, (5) post treatment attitude student surveys, and (6) audiotaped teacher interviews. These data explored how video influences children's responses to literature.

Research Questions For the Study

The research questions that guided this study were:

1. How does a video adaptation of a children's literature book influence children's responses to literature?

2. Does a video presentation of a story shown before, in the middle, or after a book being read aloud by the teacher enhance children's responses in breadth and depth?

Research Settings and Participants

Site

This research study took place in three fourth-grade classrooms in a public school. The school was located in a small school district in the southwest. The school served mainly Latino and Caucasian students from lower income families. Of the 448 students enrolled in the school, 334 students received free lunch, 33 students received reduced lunch and 81 students paid for their lunch. The school was a neighborhood school with many of the students walking to school. The fourth-grade classrooms were departmentalized. Language arts was taught during a two hour block. This study was conducted during the three two-hour blocks of language arts. It took place during the 2001-2002 school year and was conducted during six consecutive weeks of the second semester of the school year.

Participants

The participants for this study included the students and teachers from three fourth-grade classrooms. All of the children in all three fourth-grade classrooms secured permission from their parents to participate by returning the parent consent form resulting in 50 students. Permission forms are located in Appendix A. Of the 50 students who participated, 29 were female and 21 were male, 32 were Latino, 12 were White and 6 were African American.

Prior to selecting the three teachers for this study, I met with the principal of the school and obtained permission from her to conduct this research study in three fourth-

grade classrooms. I then observed five of the fourth-grade teachers during their language arts block and interviewed them concerning their language arts instruction. Following the observations and interviews I met with three of the teachers and described the research study in depth and discussed both teacher and student participation in the project. All three teachers agreed to participate and a starting date for the study was determined. The three fourth-grade teachers were chosen based on the criteria as follows. The teachers in these classrooms read aloud to the children throughout the day, incorporating literature into other areas of the curriculum. Children were given the opportunity to read and explore books as a class, on their own, with a partner, or in small groups. The fourth graders responded to literature they heard or read in various ways, such as talking, writing, drawing, and/or dramatizing. They responded orally to books they had heard or read in both large group discussions and in small group book clubs. Response journals were regularly used for books children read on their own, in book clubs, and for class read-alouds. Films were used upon occasion for literacy instruction, as well as in other areas of the curriculum. All three teachers, with pseudonyms as chosen by them - Mrs. Spooky, Mrs. Bright and Mrs. Lee, had taught ten or more years. Mrs. Spooky was the team leader for the fourth-grade department, and Mrs. Bright had received the "Teacher of the Year" award for 2001-2002.

Data Collection and Analysis Procedures

Data Generation

A variety of methods were used to generate the data. Data types included researcher field notes of the class discussions of the books and videos, videotapes and audiotapes of the class discussions of the books and videos, response journals from each of the students, pre/post student surveys, post treatment attitude student surveys, and audiotaped teacher interviews. I also kept a reflexive journal which was updated

frequently throughout the conceptualization, data generation, and analysis phases of this study. In the reflexive journal I recorded my schedule, thoughts, wonderings, speculations, and analysis notes. Data sources included the children and the fourth-grade teachers.

Procedures

This study involved three treatments (see Figure 1). Treatment A represents "Viewing the Video Before the Book Read-Aloud." Treatment B represents "Viewing the Video During the Book Read-Aloud." Treatment C represents "Viewing the Video After the Book Read-Aloud." The teachers read three books to their class and showed a corresponding video adaptation of each book. The three treatments alternated within each classroom and across the three classrooms. The idea to vary the time at which the students viewed the videos in relation to hearing the books read aloud came when I was an elementary teacher. I had just finished reading the first chapter of *Charlotte's Web* by E. B. White when a student asked me, "Are we were going to watch the movie about the book because then I'll understand it?" I also decided to show the videos before, during and after the book read-aloud because it gave the students different ways in which to compare and contrast the books and videos. The three time frames were logical places in which to show a video that allowed for different ways to see how video influenced students' responses to literature.

Figure 1
Research Framework

Treatment A: Viewing the Video Before the Book Read-Aloud

Treatment B: Viewing the Video During the Book Read-Aloud

Treatment C: Viewing the Video After the Book Read-Aloud

Classrooms one through three

Books one through three

	Classroom 1	**Classroom 2**	**Classroom 3**
Book 1	Treatment A	Treatment B	Treatment C
Book 2	Treatment B	Treatment C	Treatment A
Book 3	Treatment C	Treatment A	Treatment B

The books and videos used in this study were chosen by the researcher because they were award winning high quality children's literature and films, and the three participating teachers had made recommendations on which books fit into their fourth-grade curriculum. The following books and videos were used:

1. *Stuart Little* by E.B. White
2. *Shiloh* by Phyllis Reynolds Naylor
3. *The Mouse and the Motorcycle* by Beverly Cleary

The first day of the study the students were given a Pre-Survey to determine their reading and video viewing preferences and practices. The Pre-Survey consisted of ten questions, and the students circled the answers that were true. On the last day of this study the students were given a Post-Survey, again to determine their reading and video viewing preferences and practices. The Post-Survey consisted of seven questions, four of which were repeated from the Pre-Survey. Again the students circled the answers that

were true. These surveys were collected for data analysis. The Pre-Survey and the Post-Survey are located in Appendix B.

Every day throughout the study I observed in at least two of the classrooms. I alternated visits between Mrs. Spooky's and Mrs. Bright's classrooms every other day because their language arts block was at the same time, and I observed in Mrs. Lee's classroom every day. On the days I did not observe in a classroom I still audio and videotaped the read-aloud sessions and class discussions. When I observed the teacher read a book to the class, I took observational notes on the discussion that occurred during the reading. Following the shared read-aloud, the students responded to the story by writing in a personal response journal, recording their thoughts and feelings about the book. Once the students had completed writing in their journals, a class discussion of the book followed in which students shared and discussed their responses to the book. Observational notes continued to be taken throughout the students' writing in their response journals and the class discussion. Observing the teacher read and the children write and discuss allowed me "to discover the here-and-now interworkings of the environment via the use of the five human senses" (Erlandson et al., 1993, p. 94). According to Lincoln and Guba (1985) "observation. . . allows the inquirer to see the world as his subjects see it, to live in their time frames, to capture the phenomenon in and on its own terms, and to grasp the culture in its own natural, ongoing environment" (p. 273).

In addition to observing, the read-aloud sessions (i.e., the teacher reading the book and the writing and discussion that followed) were audiotaped and videotaped. Taping the read-aloud sessions allowed me to get a complete record of what was said by the students, as it was impossible to observe and record everything that transpired in the setting, as well as to be in two settings at once. Each of the audiotapes and videotapes were transcribed, and I collected each student's response journal for data analysis.

In addition to my observational notes, I interviewed each teacher two times throughout the study. The teachers were interviewed following the first treatment and again at the end of the study. All three teachers were asked the same five questions in the first interview. For the second interview the teachers were asked a different set of five questions. The second set of five questions were the same for all three teachers. The teacher interview questions are located in Appendix D. By interviewing each teacher I gained a more complete understanding of the observations I made and of her perceptions of the students' shared responses with the class. These interviews were audiotaped and transcribed.

It should be noted that in naturalistic inquiry interviews and observations build understanding of a social context in an interactive way:

> Interviews and observations have a reciprocal relationship. . . The interview provides leads for the researcher's observations. Observation suggests probes for interviews. The interaction of the two sources of data not only enriches them both, but also provides a basis for analysis that would be impossible with only one source (Erlandson et al., 1993, p. 99).

The same procedures were followed for each book that was read aloud and for each video that was viewed. The students watched a video adaptation for each of the books that the teacher read. The video was shown either before, during or after the book read-aloud. *Stuart Little* was 85 minutes in length, *Shiloh* was 93 minutes, and *The Mouse and the Motorcycle* was 42 minutes. Because of the length of the videos and the timeframe of the language arts class, the videos *Stuart Little* and *Shiloh* were shown over a period of two days, 45 minutes each day; however, because *The Mouse and the Motorcycle* was only 40 minutes long, the students who viewed this video before or after the book reading saw it in its entirety. The students who watched this video in the middle of the book reading saw it twice, 20 minutes each time. For the before and after

treatments *Stuart Little* and *Shiloh* were shown on two consecutive days, but for the middle treatment the viewing of all three videos was split so that the teachers read for a day in between the viewing (e.g. read, watch, read, watch, read). Following the video presentation, the students again recorded their responses in a response journal and then participated in a second class discussion. Observational field notes, audiotapes, and videotapes were the same during the video presentations and video class discussions as in the read-aloud sessions.

At the completion of each treatment the students were given a Post Treatment Attitude Survey. These attitude surveys were mini-booklets that consisted of six questions. The questions were given to the students in booklet format providing them room to write comments to explain their answers. The six questions remained the same each time the survey was given. All of the students in all three classrooms answered the same six questions each time with the exception of question six. Question six varied between the three classrooms depending on which treatment the students had received. The students' answers to Question 6 depended upon whether they had seen the video before, during, or after the book reading. The Post Treatment Attitude Surveys were collected for data analysis. The Post Treatment Attitude Survey Questions are located in Appendix C.

Data Analysis

Data analysis began the first day I arrived at the site, and it was conducted continuously throughout the study to inform further data collection and to modify procedures where warranted (Lincoln & Guba, 1985). For this study, the pre/post surveys, written observational notes, verbatim transcribed audio and videotapes of the read-aloud and video sessions and class discussions, response journal documents, post

treatment attitude surveys and teacher interviews were all analyzed. The dependent variables were pre/post surveys, class discussions, response journals, post treatment attitude surveys, and teacher interviews. The independent variables were Book and Video.

The quantitative data collected through response journals and the student surveys were reported as frequency distributions. Additionally, appropriate tests of statistical significance were employed where appropriate. The analysis of the qualitative data, observational notes, class discussions, student comments from the post treatment attitude surveys and teacher interviews, was an ongoing process. According to Erlandson et al. (1993), data analysis for a naturalistic inquiry involves a twofold approach. The first approach involves data analysis at the research site during data collection. The second approach involves data analysis away from the site after a period of data collection. The second approach occurs not only between site visits, but also after the completion of data collection. This twofold approach reveals the fact that data collection and analysis is an interactive process. Erlandson et al. (1993) state, "The collection and analysis of the data go hand-in-hand as theories and themes emerge during the study" (p. 111).

Data analysis of the observational notes, transcribed audio and videotapes of the read-aloud and video sessions and class discussions, students' comments from the post treatment attitude surveys and teacher interviews followed the constant comparative method as described by Lincoln and Guba (1985) and Erlandson et al. (1993). I began by unitizing or chunking all of the data sources. Each unit of data constituted the smallest piece of information that can stand alone as an independent thought. As the units were determined I coded or labeled them by apparent topics. After all of the units of data had been coded, I sorted them into categories of ideas. This technique involved several steps.

First, I read the first unit of data and set it aside as the first entry in the first category. I then read the second unit of data and if the content was similar to the first unit

I added it to the same category as the first unit. If the content was different, then I set it aside as the first entry in the second category. I proceeded in this manner until all of the units of data had been assigned to a category. Themes began to emerge as labeled chunks of data clustered together within a category. Once all of the generated data had been chunked, labeled and categorized, I did a cross-check analysis to determine the recurring themes found among informants. Within these themes I looked for similarities and differences among the informants.

The response journals were analyzed using a typology that classified the types of responses that the students wrote, see Figure 2 (Karolides, 1997).

Typology for
Response Journal Analysis

Questioning: Something that puzzled them, wondering, addressing an anomaly

Focus on a Part: Something that struck them, "I like the part when. . . "

Associations: Personal experience, intertextual, metaphorical

Hypothesizing: Predicting, speculating, retrospecting—going back into the story, extending the story

Explanations: Cause and effect, generalizing, concluding

Print and Language: Letters, words, sentences, rhyming patterns, reading independently

Content: Retelling, listening, sequencing, summarizing

Performance: Verbal and nonverbal acting out, role-playing, sound effects, pantomiming

Analysis: Applying a critical framework to story facts, writing, illustrating, book design

This typology was chosen because in looking at reader response it is important to look at the efferent as well as aesthetic types of responses students make. This typology fit well with Rosenblatt's theory of reader response because the categories represented both efferent and aesthetic responses. The typology measured the breadth of student responses and the difference in number of responses by category. Each response journal was read by the researcher. Using the researcher's judgment the number of distinct reactions in each response journal entry was determined. These distinct reactions were then assigned to one of the eight categories. The students' response journals contained a wide dispersion of actual reactions, anywhere from 1-19 reactions. This wide dispersion occurred not only across students, but within individual students as well. Some typical student response entries are (with exact spelling):

1. I liked the part when Stuart leaves to north to seak his fortune. Also when he needed 5 drops of gas I wonder how much that costed him? I liked the book becuse it was funny and sad.

2. David and marty are very good best friends. Marty sits in the back of Davids steps and ate some popsicles. David has a big surprise for marty and it is a fish bolw with a crab in in it and him name is hermy. And they like her hermy and they made him a home with some kinder garden block for his home.

3. My favorite part where the mouse is riding the motorcycle. The mouse is named Ralph. He said his mom thinks riding a moter-cycle is dangerous. I also like it when the old man wakes up Ralph but Ralph isnt awake. If I were a mouse I would ride the motercycle everywhere.

Journal entry number one was counted as three distinct reactions. These reactions were categorized as:

Focus on a Part =	*I liked the part when Stuart leaves to north to seak his fortune.*
Questioning =	*Also when he needed 5 drops of gas I wonder how much that costed him?*
Personal Reaction =	*I liked the book becuse it was funny and sad.*

Journal entry number two was counted as one distinct reaction and categorized as:

Content (retelling) =	*David and marty are very good best friends. Marty sits in the back of Davids steps and ate some popsicles. David has a big surprise for marty and it is a fish bolw with a crab in in it and him name is hermy. And they like her herm yand they made him a home with some kinder garden block for his home.*

Journal entry number three was counted as four distinct reactions, and they were categorized as:

Focus on a Part =	*My favorite part where the mouse is riding the motorcycle.* And *I also like it when the old man wakes up Ralph but Ralph isnt awake.*
Content (retelling) =	*The mouse is named Ralph. He said his mom thinks riding a moter-cycle is dangerous.*
Association =	*If I were a mouse I would ride the motercycle everywhere.*

After reading through the response journals and categorizing the students' reactions the researcher deleted three categories from Karolides typology because there were no reactions in any of these categories. These categories were: "Print and

language," "Performance" and "Analysis." While categorizing the reactions the researcher added two new categories: "Book/Video Association" (i.e. *I think Stuart and Raugh don't have the same aventers. They both are mice but different color*.) and "Personal Reaction" (i.e. *I found the book quite funny*) to the typology because there were no categories into which these types of reactions fit.

Establishing Trustworthiness

An important part of naturalistic inquiry is establishing trustworthiness; thus, throughout this research study, aspects of trustworthiness were continuously addressed and maintained as data was generated and analyzed. Lincoln and Guba (1985) define four aspects or ways that trustworthiness may be established. These include: credibility, transferability, dependability, and confirmability.

Credibility

Credibility must be established first and most importantly with the individuals and groups who have supplied data for the inquiry. Erlandson et al. (1993) explains:

> Because the major concern in establishing credibility is interpreting the constructed realities that exist in the context being studied and because these realities exist in the minds of the people in the context, attention must be directed to gaining a comprehensive intensive interpretation of these realities that will be affirmed by the people in the context (p. 30).

Lincoln and Guba (1985) have proposed a series of strategies for accomplishing this. They include: prolonged engagement, persistent observation, triangulation, referential adequacy materials, peer debriefing and member checking.

Prolonged Engagement. The researcher must spend enough time in the context being studied to overcome as much as possible distortions that may occur due to the

researcher's impact on the context or to unusual or seasonal events. The researcher must also spend enough time in the context to build a relationship with the informants. Prolonged engagement was established in this study by my spending time in the fourth grade classrooms over a period of six consecutive weeks.

Persistent Observation. Persistent observation provides depth to a study. It helps the researcher sort out what is relevant to the study and what is irrelevant, as well as determine when the atypical case is important. I maintained persistent observation by not prematurely ending or closing my study.

Triangulation. Triangulation leads to credibility by using different or multiple sources of data, methods, investigators, or theory. Triangulation was established in this study by using multiple methods (e.g., observations, interviews, audiotapes and document collection) and multiple sources (e.g., fourth-grade informants and the teachers) to generate data.

Referential Adequacy Materials. Referential adequacy materials support credibility by providing context-rich, holistic materials that provide background meaning to support data analysis and interpretations (Erlandson et al., 1993). Throughout the study I collected and reviewed surveys from the students, audiotapes and videotapes of the class discussions, response journals on the books read aloud and the videos that were viewed, and teacher interviews.

Peer Debriefing. Peer debriefing helps build credibility by allowing a peer who is a professional outside the context of the study, but one who has some general understanding of the study, to listen to the researcher's ideas and concerns. Peer debriefing sessions allow the researcher to think aloud and to vent emotions that may cloud the research. On a regular basis I met with a peer debriefer to discuss my progress in the study and to obtain feedback. My peer debriefer provided me with support and

encouragement, as well as suggested answers to questions or concerns I had about the study.

Member Checks. Member checking provides for credibility by verifying both the data and interpretations obtained with the informants. Member checking is conducted continuously and is both formal and informal. It occurs at three different points. I did member checking with my participants periodically during the study and at the close of the study before the final draft of this research project was written. The process of member checking involved my restating to the participants what I understood them to be saying and seeking confirmation or correction of my statements.

Transferability

According to Lincoln and Guba (1985) an inquiry is judged, in part, in terms of the extent to which its findings can be applied to other contexts or with other informants. This being the case, the naturalistic researcher attempts to describe in great detail the interrelationships and intricacies of the context being studied. Two strategies are used to facilitate transferability: thick description and purposive sampling.

Thick Description. "Effective thick description brings the reader vicariously into the context being described" (Erlandson et al., 1993, p. 33). In order to have enough data to write the thick description, the naturalistic researcher must be aware of the context, using all of the five senses. Thick description of this study was provided to enable the reader to determine whether and to what extent transferability is possible.

Purposive Sampling. Erlandson et al. (1993) explain that:

> Purposive sampling requires a procedure that is governed by emerging insights about what is relevant to the study based on the focus determined by the problem and purposively seeks both the typical and divergent data to maximize the range of information obtained about the context (p. 148).

Purposive sampling occurred when the three fourth grade classes were chosen for this study based upon prior teacher observations and interviews concerning their literacy instruction.

Dependability

An inquiry must provide its audience with evidence so that if the study were replicated with the same or similar informants in the same or similar setting, the findings would be repeated. An inquiry must be consistent. Dependability is established through a dependability audit.

Dependability Audit. The naturalistic researcher must make it possible for an external check to be conducted on the processes by which the study was conducted. This is done by the researcher providing an audit trail that provides documentation and a complete detailed running account of the process of the inquiry.

Confirmability

An inquiry is judged in terms of the degree to which its findings are the product of the focus of the inquiry and not of the biases of the researcher, yet “the naturalistic researcher does not attempt to ensure that observations are free from contamination by the researcher but rather to trust in the 'confirmability' of the data themselves" (Erlandson et al., 1993, p. 34). Confirmability is established through an audit similar to a dependability audit.

Confirmability Audit. The same audit trail that was used to establish dependability is also used to make judgments about the products of the study. The researcher should leave an adequate trail so that an auditor can determine if the conclusions, interpretations, and recommendations can be traced to their sources and if they are supported by the inquiry.

The Reflexive Journal

The reflexive journal supports the credibility, transferability, dependability, and confirmability of a naturalistic inquiry. The reflexive journal is like a diary in which the researcher records, on a regular basis, information about the study and herself. The purpose of the journal is to establish an ongoing record of emergent methodological decisions and to record affective reactions to the research process. I maintained a reflexive journal throughout the study, recording my schedule, insights, wonderings, speculations and decisions on a weekly basis.

Summary of Methodology

The purpose of this study was to examine how video influences reader response. This research study involved both quantitative and qualitative analysis procedures. The purpose for using mixed methods was to analyze statistical data pertaining to the types of responses the students wrote in their journals while concurrently investigating students' and teachers' perspectives on video use before, in the middle, or after a teacher reads a book aloud. Six levels of data collection were used to determine how video influences children's responses to literature. The quantitative data sources enabled reporting percentages on the pre/post surveys and the post-treatment attitude surveys. They were also used for frequencies and percentages of entries in the student response journals. The qualitative analysis process was utilized to investigate through students' comments on the post-treatment attitude surveys and teacher interviews how a video adaptation of a children's literature book influences students' responses to literature when shown either before, in the middle, or after hearing the book read aloud. As will be seen in chapter

four, the pre/post surveys, post-treatment attitude surveys, response journals, and teacher interviews provided a wealth of information.

Chapter IV

Results

The purpose of this chapter is to present both the quantitative and qualitative findings of the study. The two research questions that guided this study were:

1. How does a video adaptation of a children's literature book influence children's responses to literature?
2. Does a video presentation of a story shown before, in the middle, or after a book being read aloud by the teacher enhance children's responses in breadth and depth?

Students in three fourth grade classrooms participated in the study resulting in an N=50. The Pre/Post Surveys measuring the students' book and video preferences and practices will be explored first. Second, the findings from the Post Treatment Attitude Surveys will be discussed. Third, results of the statistical analyses from the students' Response Journals will be reported. Finally, qualitative results from the teacher interviews will be presented.

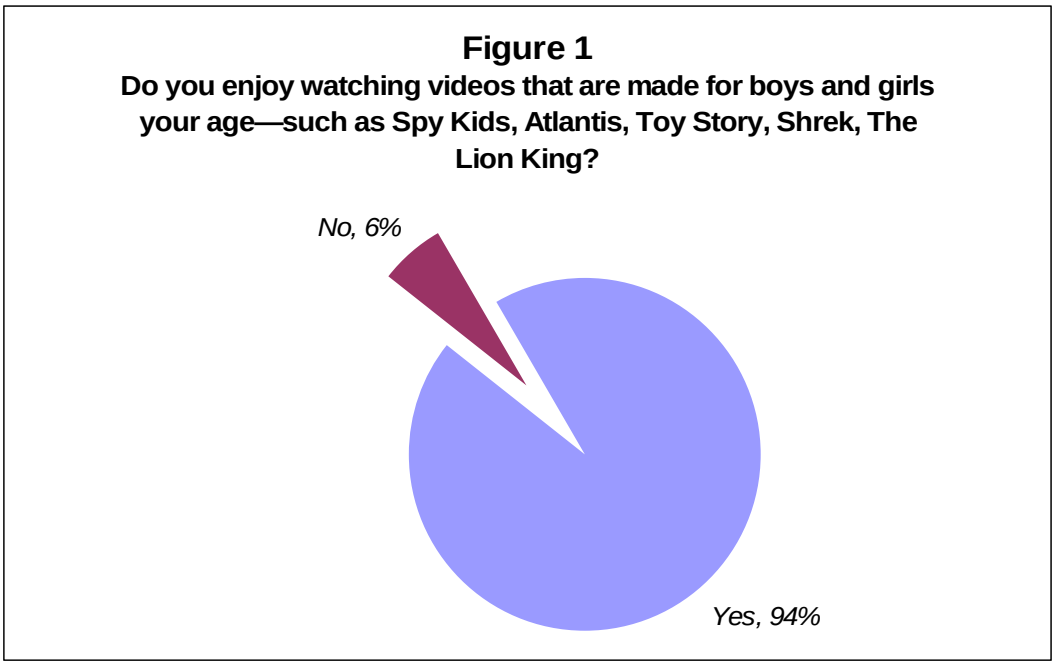
Pre/Post Surveys

There were ten questions on the Pre-Survey and seven questions on the Post-Survey. Of the 17 questions, four of them were repeated on both surveys. Although most of the questions lent themselves to one answer (see Figure 1), the directions on the pre-survey read, "Circle all of the answers that are true." Students were told they could circle more than one answer if more than one answer applied as in Figure 3. Since students were asked to only respond with one answer on the post-survey, interpretation

must be applied to the contrasts. The figures in this section are presented by percent, where N=50.

Figure 1 represents the responses to the question:

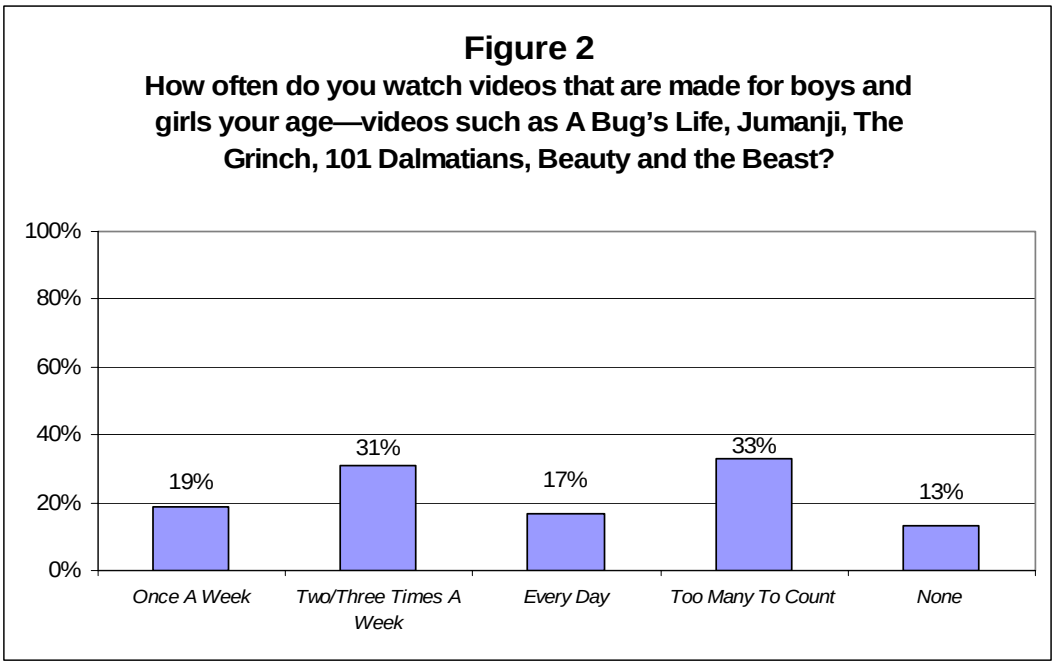
> Do you enjoy watching videos that are made for boys and girls your age—such as *Spy Kids*, *Atlantis*, *Toy Story*, *Shrek*, *The Lion King*?
> A. Yes, I definitely enjoy watching movies made for kids
> B. No, I do not enjoy watching movies made for kids



This question appeared only on the Pre-Survey. An overwhelming 94%, 47 of the students, answered yes indicating that videos an enjoyable form of entertainment in their lives.

Figure 2 represents the responses to the question:

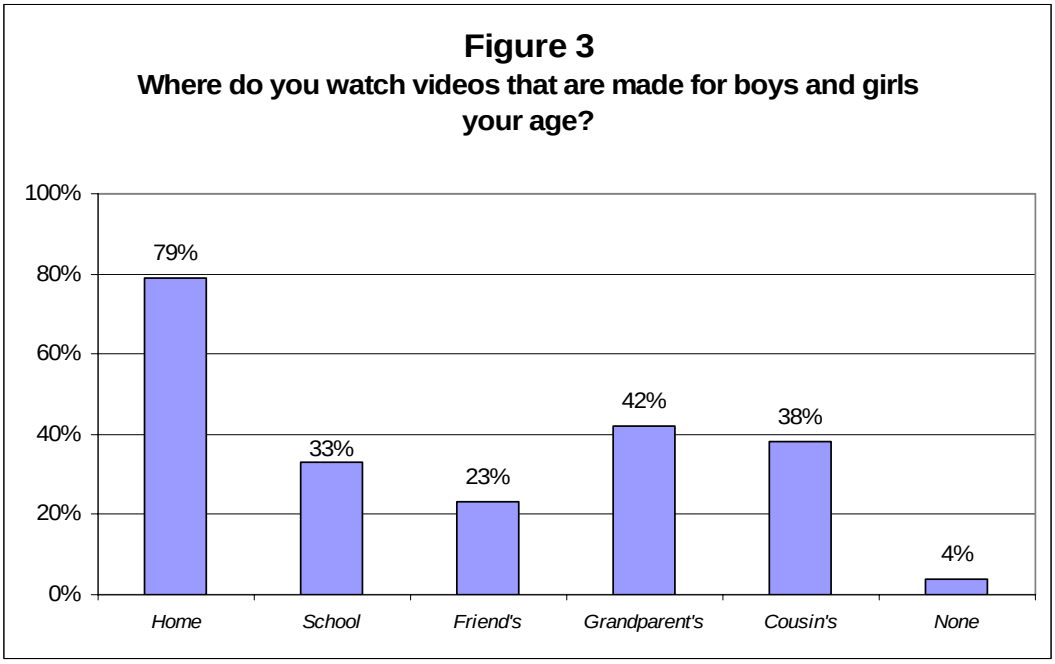
> How often do you watch videos that are made for boys and girls your age—videos such as *A Bug's Life, Jumanji, The Grinch, 101 Dalmations, Beauty and the Beast*?
> A. Once a week
> B. Two or three times a week
> C. Every day
> D. I watch too many movies made for kids my age to be able to count them
> E. I do not watch any movies made for kids my age



This question appeared only on the Pre-Survey. The students either watched videos two or three times a week, 31%, or they watched too many to count, 33%, revealing the fact that media, particularly video, is a major part of their weekly activities. Interestingly, only eight of the students, 17%, chose "Every day." This could possibly be attributed to the fact that for a nine-year-old "every day" and "too many to count" become the same thing. Also, students may be watching more than one movie every day thus the amount of videos they watch becomes "too many to count."

Figure 3 represents the responses to the question:

Where do you watch videos that are made for boys and girls your age?
A. Home
B. School
C. A friend's house
D. My grandparent's house
E. My cousin's house
F. I do not watch any videos made for boys and girls my age



This question appeared only on the Pre-Survey. The majority of students, 79%, answered that they watched videos at home, revealing that they have easy access to videos making video viewing part of their family life. Grandparent's and cousin's homes were also a popular choice with 42% and 38% chosen respectively, again indicating that video viewing is a part of family life. Only one-third of the students, 33%, chose school, indicating that video use in the classroom is not a routine part of classroom instruction.

Figure 4 represents the responses to the question:

> If you see a video at a video store about a book your teacher read in class, for example *The Indian in the Cupboard, Jumanji,* or *Stuart Little*, do you ever rent that video?
> A. Yes, because I liked the book
> B. No, because I did not like the book
> C. Yes, just because I wanted to rent a movie
> D. No, I don't rent movies
> E. No, I don't like to see a movie about a book I heard
> F. I have never seen a video at a video store about a book my teacher read to me

This question appeared only on the Pre-Survey. Students overwhelmingly chose "Yes, because I liked the book", with 69% revealing that they enjoy and want to watch a movie about a book they liked, perhaps because it furthers the positive experience they had with the book.

Figure 4

If you see a video at a video store about a book your teacher read in class, for example The Indian in the Cupboard, Jumanji, or Stuart Little, do you ever rent that video?

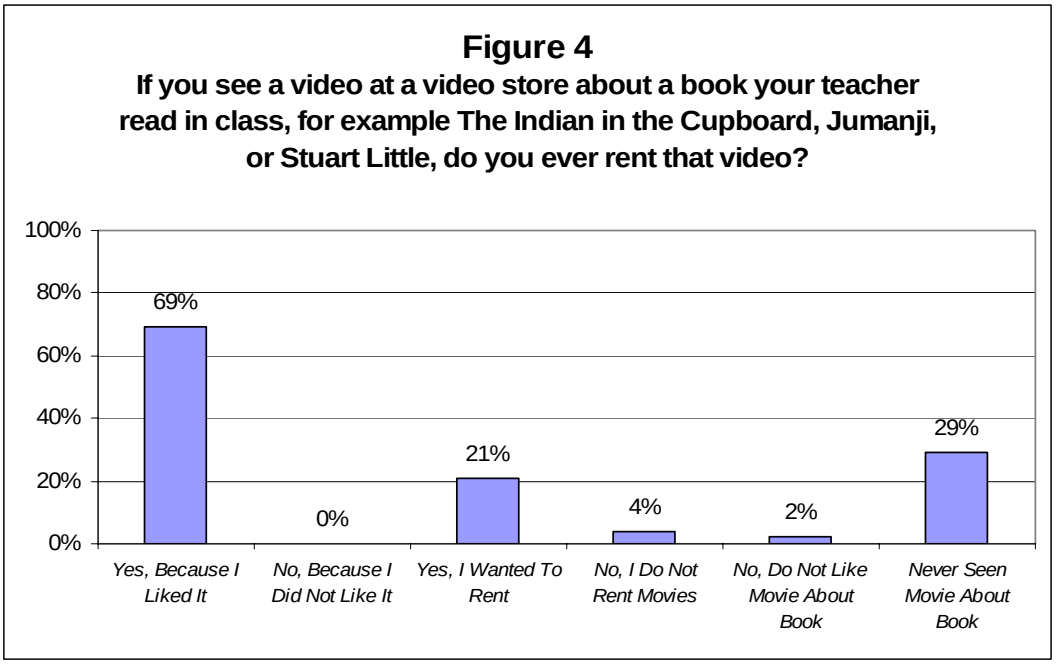


Figure 5 represents the responses to the question:

> Have you ever seen a video at school when you were in first, second, third or fourth grade, about a book your teacher finished reading to your class—for example *Charlotte's Web*, *Stone Fox*, *The Cat in the Hat*, *Where the Red Fern Grows*, *The Secret of NIMH*, or any other video about a book?
> A. Yes, I have
> B. No, I have not
> C. I do not remember

This question appeared only on the Pre-Survey. The majority of students, 65%, answered yes, they had seen a movie at school about a book their teacher had read to them; however, what is most interesting about this question is how many students did not answer "yes." It would be expected that at least once in a child's four years of school they would have seen a video about a book a teacher had read to them; yet 7 students answered "No, I have not" and 10 students answered "I do not remember." This suggests that if perhaps they actually did see a video about a book, the video was not used in a way that was significant or memorable.

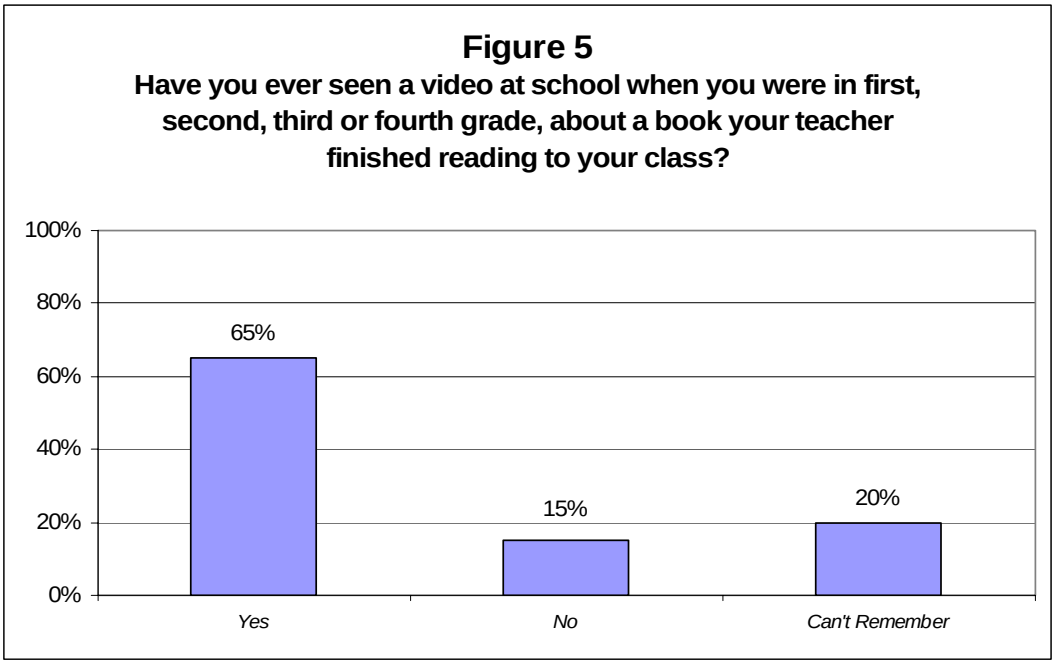


Figure 6 represents the responses to the question:

When choosing to read a book, what do you consider?
A. The author
B. The length of the book
C. The book cover and illustrations
D. The summary of the book from the book cover
E. A friend's recommendation
F. A parent's recommendation
G. A teacher's recommendation
H. If you have seen the movie about the book
I. If you want to see the movie about the book

This question appeared only on the Pre-Survey. The most popular answer chosen was "The book cover and illustrations" by 54% of the students. A video about the book did play a role in how the students choose a book with 27% of the students choosing a book because they had already seen the movie and 10 % choosing a book because they want to see the movie. The 27% emphasizes the fact that media plays a prominent role in a child's life because the movie was the predecessor to the book. If a child sees a movie first they are more likely to then read the book, rather than reading a book first because they then want to see the movie.

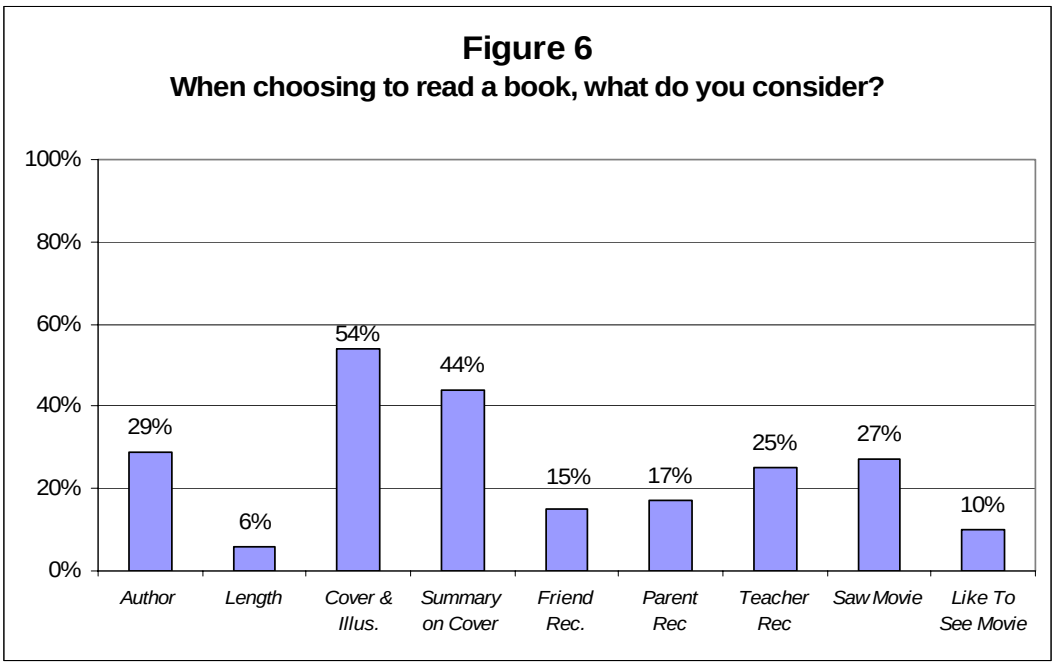


Figure 7 represents the responses to the question:

> When you are asked to respond to a book your teacher has read to you, which do you prefer?
> A. Writing your response to what you thought about the book
> B. Drawing a picture about the book
> C. Talking about what you thought about the book

This question appeared on both the Pre-Survey and Post-Survey. On the Pre-Survey over half of the students, 58%, chose talking about the book while on the Post-Survey only 21% chose this answer, a 37% drop. Instead, the percentages were the same, 40% each, for preferring to write their response or draw it. Clearly the students enjoyed the response journals they kept throughout the study over the class discussions about the books and videos. This was evident in their answers on another question appearing on the Post-Survey as can be seen in Figure 8.

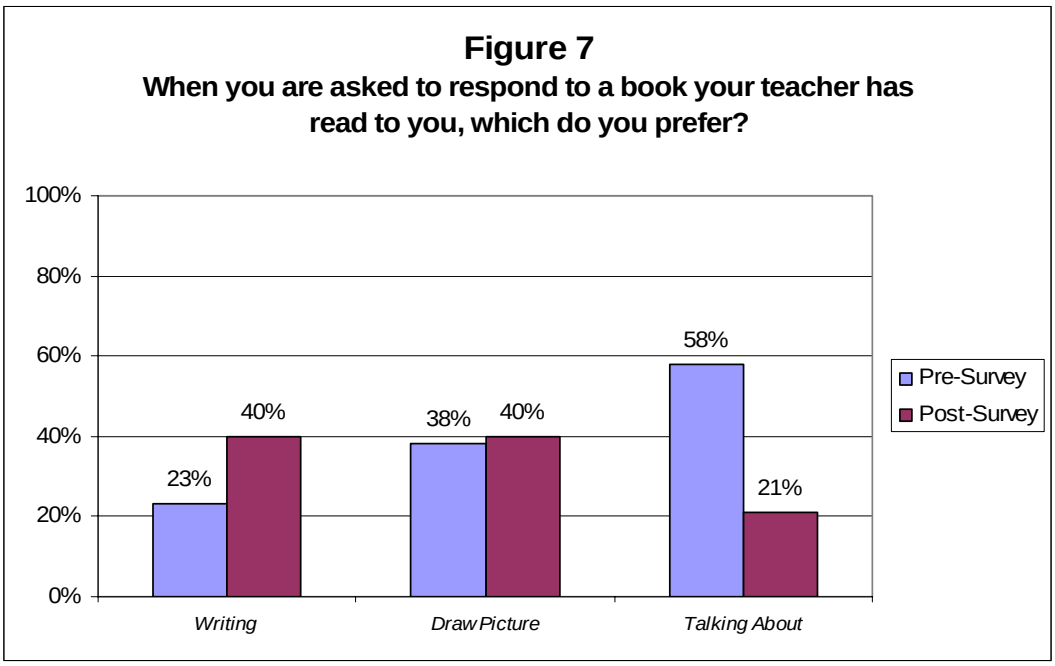


Figure 8 represents the responses to the question:

Did you enjoy writing in a Response Journal?
A. Yes, I did
B. No, I did not
C. Sometimes

This question appeared only on the Post-Survey. Thirty-two percent of the students answered yes while only 11% answered no. The majority of students, 57%, chose "Sometimes" indicating that while they enjoyed writing in the response journal perhaps keeping six journals in six weeks caused them to tire of writing in response journals. On the other hand, the students simply may have enjoyed writing in the response journals on some days or for some of the books and/or videos, and they may not have enjoyed writing in them at other times.

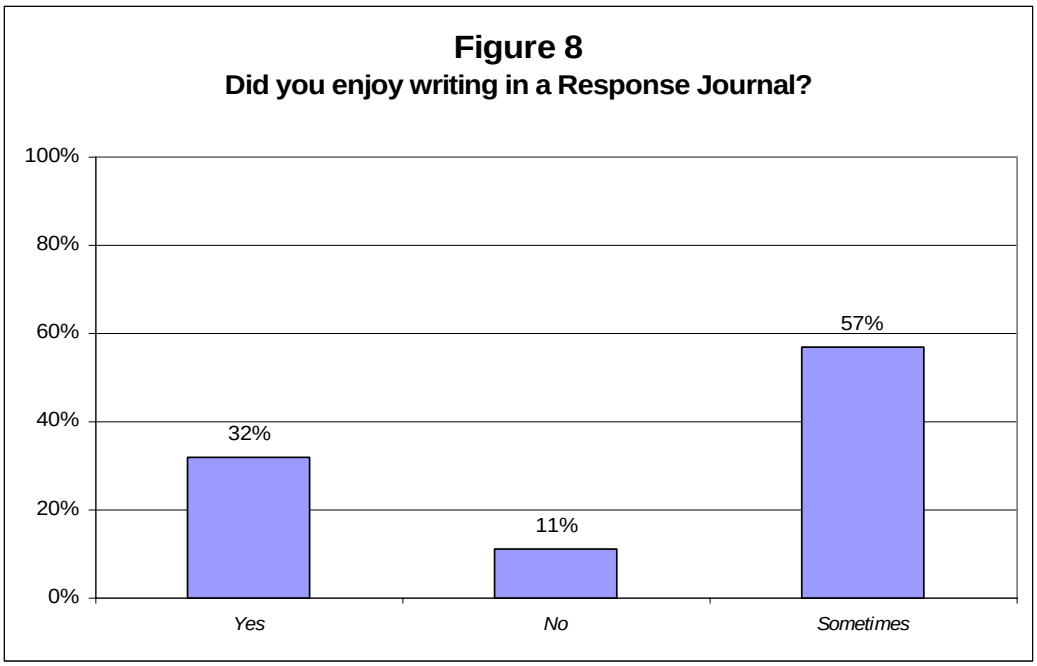


Figure 9 represents the responses to the question:

> After your teacher reads a book to you, do you enjoy doing an activity that relates to the story such as drawing a picture, writing in a journal, or watching a video?
> A. Yes, I definitely do
> B. Sometimes I do. It depends on the activity.
> C. Sometimes I do. It depends on the book.
> D. No, I just enjoy hearing the book

This question appeared on both the Pre-Survey and Post-Survey. The percentage of students who answered that they definitely enjoyed participating in some kind of activity rose from the Pre-Survey to the Post-Survey, 42% to 51%. Keeping a Response Journal and/or watching a video seemed to be an enjoyable experience for most of the students. The percentage dropped dramatically, 27%, from Pre-Survey to Post-Survey on the number of students who sometimes liked an activity depending on the book. On the Pre-Survey 31%, fifteen of the students, chose this answer. On the Post-Survey, the percentage dropped to 4%, with only 2 students choosing this answer.

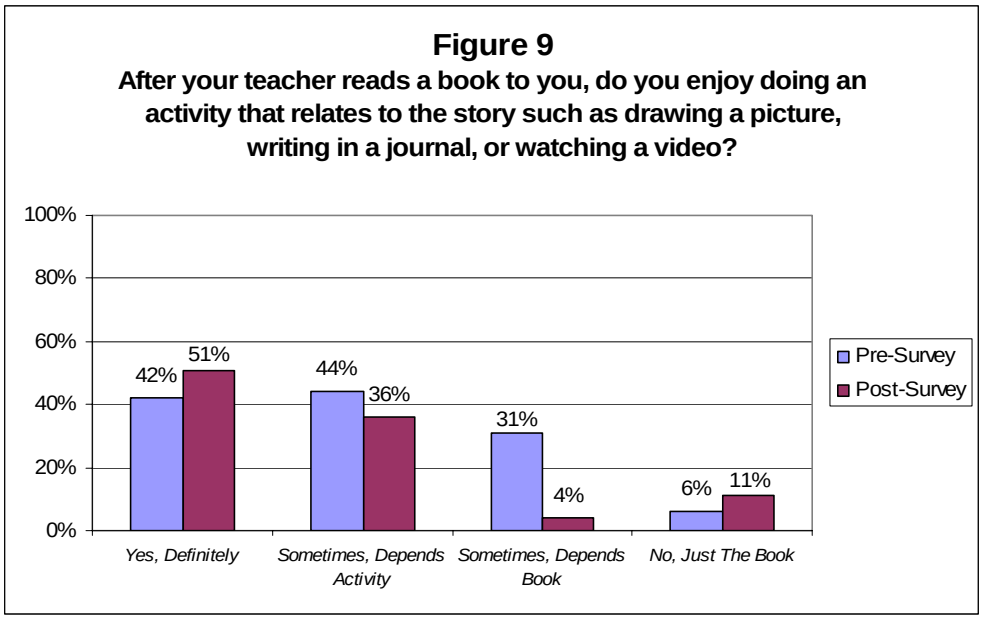


Figure 10 represents the responses to the question:

> If you enjoy doing an activity after your teacher has read a book to you, which activity do you prefer to do?
> A. Write in a response journal your thoughts and feelings about the book
> B. Act out the story—do a play about the book
> C. Draw a picture about the story
> D. Talk about the book in a class discussion
> E. Talk about the book with 3 or 4 classmates
> F. Watch a video of the book
> G. Write a letter to the author of the book
> H. I do not like to do any activity after my teacher has read a book to me. I just enjoy hearing the book.

This question appeared on both the Pre-Survey and Post-Survey. There was very little change in the percentages of most of the answers with the exception of the students choosing drawing a picture or talking about the book as a preferred activity. On the Pre-Survey 44% of the students answered drawing a picture. This percentage dropped 25% on the Post-Survey to 19% of the students choosing this answer. This drop may be attributed to the fact that the teachers participating in the study required the students to first write a response in their Response Journal before drawing a picture. Consequently,

many of the students opted not to draw after they had spent the time writing. Perhaps they attributed this answer to their teacher's requirement. There were two answers the students could choose for talking about the book, either as a class discussion or with three or four classmates. Both answers dropped in percentage from the Pre-Survey to the Post-Survey. The percentages went from 27% (class discussion) and 10% (classmate discussion) on the Pre-Survey to 17% and 2% on the Post-Survey. It is significant to note that of the three answers that significantly changed from Pre-Survey to Post-Survey, all of which dropped in percentage, two of those answers had to do with talking about the books. These percentages show that once again, the students clearly did not enjoy discussing aloud the books and videos. This was indicative in Figure 7 (refer to page 8) where there was a 37% drop from the Pre-Survey in choosing talking about the book as a preferred response activity. Due to the different teachers' teaching styles, perhaps the students felt there was more opportunity for them to express their thoughts and feelings in the Response Journals. The activities the students chose that had the highest percentages--act out the story, draw a picture about the story, and watch a video of the book--suggest a trend in students' interest toward visualization. The students' responses indicate that they prefer activities which allow them to visualize the reading. Activities such as writing and talking about a book do not lend themselves as well to visualization as do the other activities.

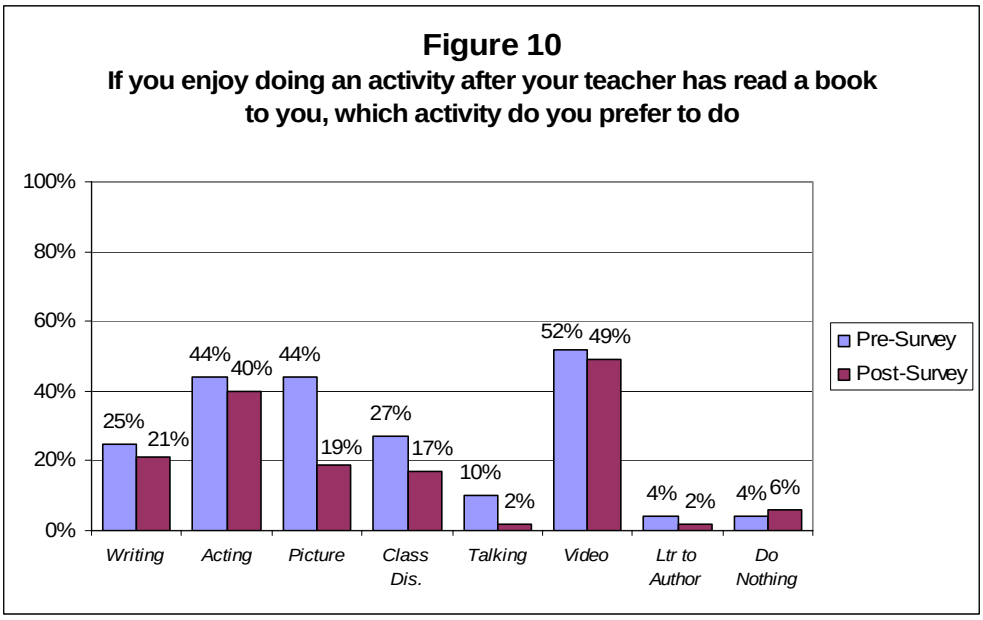


Figure 11 represent the responses to the question:

If there is a movie about a book, for example *Charlotte's Web*, which do you prefer?

A. Seeing the movie before you read the book

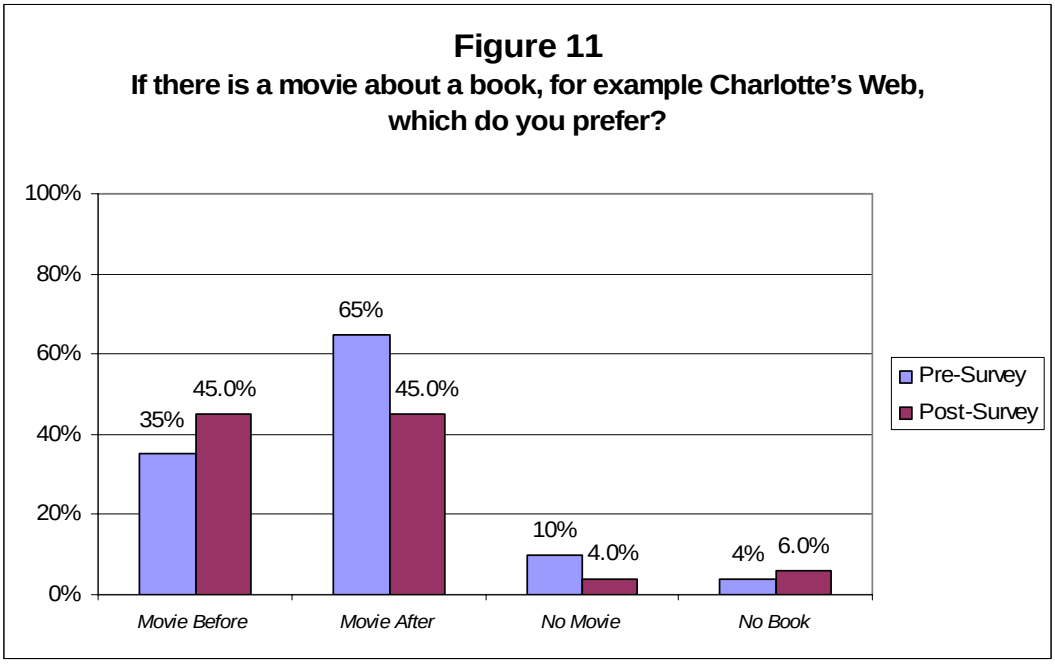
B. Seeing the movie after you read the book

C. Never seeing the movie at all—you don't want to spoil the book ("That's not how I imagined Wilbur looked!")

D. Never reading the book at all—you will learn the story from the movie ("I saw the movie Matilda. Why read the book? I know what happens.")

Figure 11

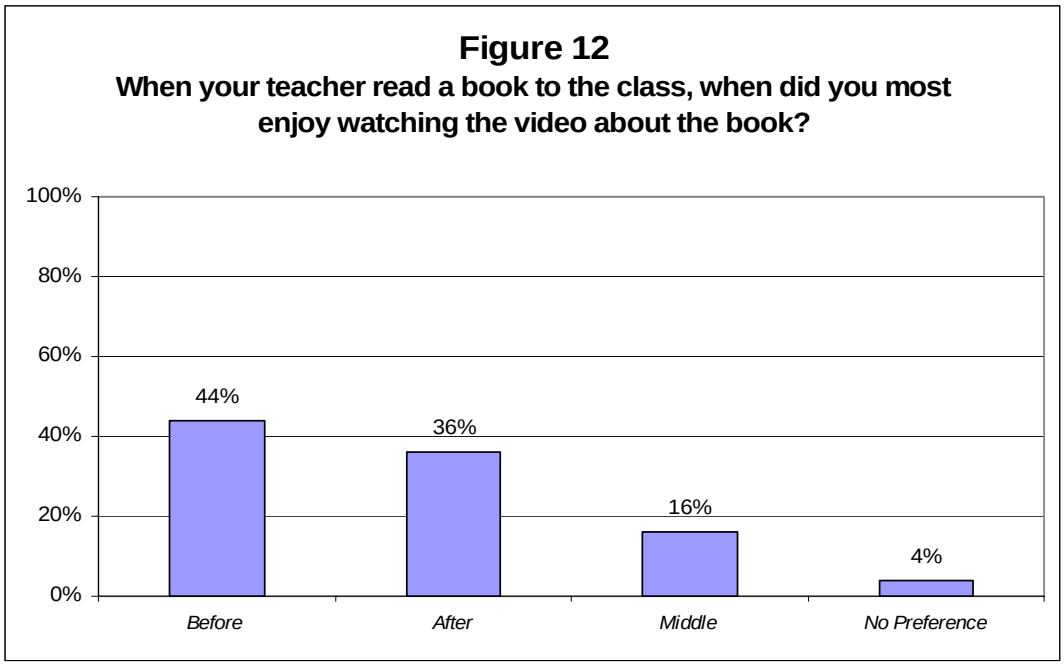
If there is a movie about a book, for example Charlotte's Web, which do you prefer?



This question appeared on both the Pre-Survey and Post-Survey. On the Pre-Survey 35% of the students chose seeing the movie before reading the book and 65% chose seeing the movie after reading the book. On the Post-Survey there was a noteworthy difference in percentages. Forty-seven percent of the students chose seeing the movie first, a rise of 12%, and only 45% chose seeing the movie after the book, a 20% decrease. Given the noteworthy changes in percentages from Pre- to Post-Survey, it is evident that the students enjoyed seeing the movie first, before their teacher read them the book, rather than watching the movie after hearing the story. The following figure, Figure 12, supports this evidence as does the Post Treatment Attitude Surveys, which will be explored in greater detail in Section II.

Figure 12 represents the responses to the question:

> When your teacher read a book to the class, when did you most enjoy watching the video about the book?
> A. Before she read the book
> B. After she read the book
> C. In the middle of her reading the book
> D. I did not have a preference

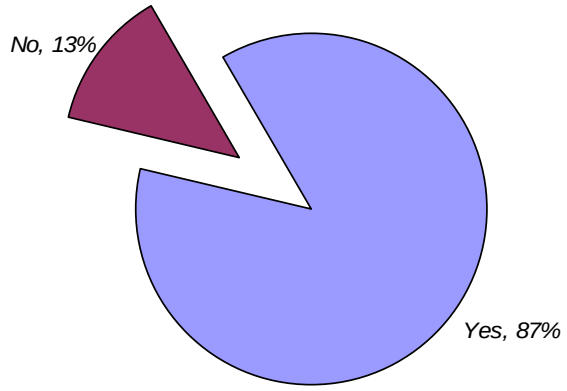


This question appeared only on the Post-Survey. The majority of students, 47%, indicated they most enjoyed watching the video before the teacher read them the story. This finding constitutes indirect evidence that seeing the movie first enriched the experience for the students. An assumption can then be made that an enriched experience is more likely to lead to better learning. Closer identification with the reading, as well as simply enjoying the reading, will contribute to absorption and the ability to generalize. The Post Treatment Attitude Surveys support this view as will be explored in Section II.

Figure 13 represents the responses to the question:

> Did watching the videos about the books help you to understand the story better?
> A. Yes, they did help me understand the stories better
> B. No, the videos did not make a difference in helping me to understand the stories better

Figure 13
Did watching the videos about the books help you to understand the story better?



This question appeared only on the Post-Survey. An overwhelming 87% of the students answered "Yes" indicating the videos did help them to understand the stories better. This is perhaps attributed to the fact that because media, in particular videos, play such a prominent role in students' lives, they are accustomed to stories that are "brought to life." Therefore, the videos may have aided in the students' understanding of the books because this mode of storytelling is familiar to them. It also assists them in visualizing both the storyline and the characters. The importance of setting and background that is depicted in video as well should not be dismissed. Additionally, simply seeing the story presented

in another medium may in and of itself cause further reflection on the story regardless of the nature of the medium. Again, the Post Treatment Attitude Surveys support this question as well as will be seen in Section II.

Summary

As Figures 1 – 13 indicate, video does play an important role in students' lives, particularly how it relates to their relationship with literature. Students indicated that they enjoy watching videos made for children, often doing so at least two or three times a week either in their own home or a family member's home. They also indicated that they will rent a video about a book their teacher has read to them because they liked the story. The students responded that they enjoy doing a follow-up activity that relates to the story their teacher has read to them. The activities they most enjoy doing include drawing a picture, acting out the story or watching a video. Based on the students' responses, the fact that they have a high preference for drawing a picture or acting out the story, as well as watching a video, argues that there is more to the students choosing a video than just being able to sit back and watch a movie; they have a preference for visualization. The argument is for teachers to provide activities that bring the book to life.

Students showed an overall preference for viewing the video before their teacher read them the book. Interesting to note, teachers have traditionally used videos in the classroom as a culminating activity to reading a book (Whipple, 1998), the exact opposite of the indicated preference of the students. Given the fact that the students indicated the videos did help in their understanding of the books, educators should consider sometimes

showing a video about a book before the students are read that story in order to enrich their experience and aid in their comprehension.

Post-Treatment Attitude Surveys

Throughout the course of the study, following each treatment, the students were given three post-treatment attitude surveys. These attitude surveys were mini-booklets that consisted of six questions. The questions were given to the students in booklet format providing them room to write comments to explain their answers. The six questions remained the same each time the survey was given. All of the students in all three classrooms answered the same six questions each time with the exception of question six. Question six varied between the three classrooms depending on which treatment the students had received. The students' answers to Question 6 depended upon whether they had seen the video before, during, or after the book reading. The students' responses to each question are presented in the following tables. The tables represent the students' answers to the question for all three books/videos used in this study. Question 6 has three tables, one table for each treatment (before, middle, end) and each table represents all three books/videos. All percentages are based on an N of 50; however, due to student absences not all of the totals equal 50. Additionally, samples of students' comments are given that support the students' responses. Students' comments are presented as they were written in the booklets. Their spelling and grammar were not changed.

Table 1 represents the responses to the question:

> *Tell me your thoughts about the book. Did you enjoy the story? Tell why or why not.*

TABLE 1

Did You Enjoy The Story

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	34	70.8%	42	87.5%	35	79.5%	111	79.3%
No	14	29.2%	6	12.5%	9	20.5%	29	20.7%
Total	48		48		44		140	

A substantial number of students, 79%, answered "yes" for all three books. Clearly, it was a positive experience for the students, and they enjoyed listening to the stories read aloud to them. There were thirty-four comments by students in which they made reference to enjoying the stories because they were "funny," "sad," or "exciting." Eight comments indicated the students liked the books because they were able to picture the story in their mind, as illustrated by the comment, "yes, because I like picturing the story in my head so it looks like my life." Eight students also felt the opposite was true as exemplified by the comment: "No because it better to see the parts." Comments can also be grouped together under the heading students' responses to the plot. Typical comments were: "yes, because Marty cared for Shiloh," "yes because it was about friend ship!" and "no because I thogh Stuart was sellfh and a show off!" (All student comments are presented verbatim.)

When students did not enjoy the books, comments were given that the books were "hard to understand," "boring," and "it did not have action." Often students based their reaction to the books based on the videos. Some students reacted negatively to the books because they were different from the videos, "it was not like the movie." Students were not happy with the fact that some of the characters or details were not the same in the

books as in the movies. A typical comment of this nature was, "I did not like the book because it didn't have all the characters from the movie." Seven comments of this nature were made when the students saw the video either before reading the book or after reading the book.

Table 2 represents the responses to the question:

> *Tell me your thoughts about the video. Did you enjoy the movie? Tell why or why not.*

TABLE 2
Did You Enjoy The Video

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	47	97.9%	48	98.0%	40	88.9%	135	95.1%
No	1	2.1%	1	2.0%	5	11.1%	7	4.9%
Total	48		49		45		142	

An overwhelmingly number of students, 95%, replied they enjoyed the videos suggesting that seeing the videos was a positive experience for them. *The Mouse and the Motorcycle* was the least enjoyed video with 11% of the students answering "no;" whereas, there was only one student for each of the other two movies who answered "no." Clearly it was a particular movie, *The Mouse and the Motorcycle*, that did not interest the students and not the experience of seeing a video.

Throughout all three treatments, 51 comments were made by students that the reason they liked the videos was because they could see what was happening. Typical comments included: "Yes I did. I liked it because I could see the pictures ansted of seeing in my mind," and "yes, I liked the video because it's easyer to see than to

imangine what going on." Several students also wrote they liked the videos because they had more action and more detail than the books. Students also commented they liked the videos because they could understand them better than the books, for example, "I like it because I understand it more what was happing." Eighteen comments were written by students that they liked the videos because they were funny: "yes, because the movie was funnier than the book." Three students commented that the movies were faster to see than reading the books as in this comment, "yes, Because I got to look instead of lisening to all thouse words Because it takes's more time to read the Book that to hear the movie."

The most common reason students gave for not liking the videos was that the video was different than the book. Two comments that illustrate this response include: "No, not really. Everything that I imagined was wrong to me," and "no I do not like the movie because it didn't look real. In the story I could Imagine it." Since only 5% of the students did not like the videos and only of couple of students cited the differences between the book and the video as their reason, it is clear that the majority of students were not bothered by the fact that the videos were different than the books that were read. This issue is explored further in Table 5 and Section IV. A couple of students commented they did not like the movie, specifically *The Mouse and the Motorcycle*, because it was not long enough. Again, these responses indicate that it was the movie itself and not the viewing experience that prompted the students to answer "no."

Table 3 represents the responses to the question:

Did you like the book or the video better? Tell why.

TABLE 3
Did You Like The Book Or Video Better

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Book	5	10.4%	4	8.2%	8	18.2%	17	12.1%
Video	38	79.2%	35	71.4%	32	72.7%	105	74.5%
Same	5	10.4%	10	20.4%	4	9.1%	19	13.5%
Total	48		49		44		141	

The majority of students, 75%, answered that they liked the video better revealing that the students would rather see the story "brought to life" than listen to the teacher read the story and visualize the story for themselves. There were a number of students who wrote comments in all three treatments that exemplified this idea: "The Video, because I don't have to visualize," "I liked the video better because you didn't have to picture in your head what was going on," "I liked the video better because you did not have to imanged the story in your head," "Video you couled rellx, lisses and wach." Visualization was a comprehension skill all three teachers had taught throughout the school year. Students also cited the same reasons for liking the videos better than the books as they did for liking the videos: "I liked the video better because it was funnier," "video, because it gave me a picture and it helped me understand it a little more," and "movie-because it was shorter then the book."

Fourteen percent of the students answered that they liked the books and the videos the same, regardless of the treatment. Some examples of comments included: "I liked them both the same because they were both funny," and "both, actually because they are both interesting."

Twelve percent of the students overall responded that they preferred the book over the movie. Throughout all three treatments, the reasons students gave for preferring the videos over the books were the opposite reasons that some of the students preferred the books over the videos. Both types of preferences related to visualization; however, the students who preferred the books preferred to visualize themselves-to use their imagination. Students wrote: "book, because I like to picture things in my mind," "I like the book better because it is longer than the movie. I mean the book gets you into it," and "I liked the book better. It told more details."

Table 4 represents the responses to the question:

> *Did seeing the video help you to <u>understand</u> the book better? Explain your answer.*

TABLE 4
Did Seeing The Video Help You Understand The Book Better

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	27	57.4%	44	91.7%	35	79.5%	106	76.3%
No	20	42.6%	4	8.3%	9	20.5%	33	23.7%
Total	47		48		44		139	

Overall, 76% of the students replied "yes," indicating that the students felt that viewing the videos did help them to understand the stories better. When asked a similar question on the Post-Survey, 85% of the students had replied that the videos helped them to understand the books better. These percentages indicate that it was beneficial for the students to be shown a corresponding video along with the reading of a book in order to enrich their experience and aide in their understanding. It should be noted that only 58%

of the students answered "yes" for *Stuart Little*; whereas 92% and 80% answered "yes" for *Shiloh* and *The Mouse and the Motorcycle* respectively. This can perhaps be attributed to the fact that the video *Stuart Little* did not follow the book it was adapted from as closely as the other two videos adaptations did.

In all three treatments, the most popular reason students gave for the video helping them to understand the book better was because they could see what was happening. Examples of students' comments include: "yes becaus it gave you a picture," yes, the pictures in the movie help you to picture the words in the book," and "Yes, because you can see what's happening instead of just hearing what's happening." Several students also wrote that seeing the characters helped them understand the books better. A typical comment of this nature was: "yes. It shows how the carecters look in color and movment." This is consistent with the study by Eyres-Wright (1996) which concluded that students preferred a combined book and video approach because it helped them see the story better. Students also felt that the videos provided them with more details that helped them to understand the stories: "yes it did seeing the movie helps you get more details in your head." For some students the video helped to explain parts in the stories they did not understand: "yes because some parts in the book I didn't understand." A couple of students commented that by just understanding the video it helped them to understand the book: "yes, because I understand the movie better then the book."

Regardless of treatment, the number one reason students gave for the videos not helping them to understand the books was because the books and the videos were different. Examples of comments included: "No, because in both, the things are different," and "no, because the video and the book were different." One student's

comment to this question was: “No, it crashed all my imaginings.” A couple of students commented that the video confused them about the book rather than helped them: “No Because The book has differt parts in the movie and I got cofuiesed.”

Table 5 represents the responses to the question:

> *Did it bother you that some parts of the video were different than the book? Tell why or why not.*

TABLE 5
Did It Bother You That The Video Was Sometimes Different Than The Book

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	17	35.4%	9	18.8%	7	15.9%	33	23.6%
No	31	64.6%	39	81.3%	37	84.1%	107	76.4%
Total	48		48		44		140	

The fact that the videos all differed in some way from the books did not seem to affect the students as evidenced in 76% of them answering “no.” The majority of the students seemed to accept the differences, and as seen earlier in Table 2, these differences did not cause them to dislike the videos. A number of students described how many times books and videos do differ. Comments that exemplified this included: “No because it will not always be the same,” and “No. The animator is a different person than the Auther of the book. And he decides what would look better on a movie theator screen.” Because the students recognized that the author of the book was not the same person creating the video they seemed to expect the book and video to differ somewhat from each other. Their comments suggest that students this age are perfectly capable of understanding and accepting the variation in perspective between a book and a video.

Several students wrote that despite the differences the books and the videos were still mostly the same. A typical comment of this nature was: “No, so much was the same, that it Didn’t bother me.” Several students also commented that they were not bothered by the differences because they felt that the books and videos were both good. Examples of comments included: “no because they both were great,” and “No, because they were both intresting.” Numerous students wrote that they enjoyed the videos being different from the books simply because they liked it being different. Comments of this nature included: “No, because I like things that are different,” “No Because I like to hear new parts,” and “no because sometimes it’s fun to see different parts.” Many students were not bothered by the differences because they felt it made the video better for example, “no because the parts they change in the movie were better,” “no The video was better,” and “No, because it was adding more parts and they were intresting.”

Although the majority of students did not mind the differences between the books and the videos, 24% of the students were bothered by this. The most common reason given was because the book and the video had different “parts.” Students wrote comments like: “yes. Because the book only told some parts of the movie,” yes, because some of use wanted to see some parts in the book,” and “Yes, because you try to visualize and you think you got wright but when you watch the movie you don’t see the picture.” A couple of students commented that the differences confused them: “Yes because it gets all scrambled in my head.”

Table 6 represents the responses to the question:

> *Did you enjoy watching the video <u>before</u> reading the book? Explain why or why not.*

TABLE 6

Did You Enjoy Watching The Video Before Reading The Book

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	12	100.0%	15	83.3%	16	88.9%	43	89.6%
No	0	0.0%	3	16.7%	2	11.1%	5	10.4%
Total	12		18		18		48	

An overwhelming 90% of the students answered "yes." This preference represents the highest percentage of preferred choice of when to watch a video as will be seen in Tables 7 and 8. Clearly the students felt they benefited the most from watching the video before hearing the book. This can be seen in the following comments: "yes because It helped me understand the book better," "yes. It was easier to know what the characters looked like," and "yes because you know what was goinon in the book." Being attuned to video, students are accustomed to learning from this type of medium as explained by one student's comment: "yes. Because you get more things in your head because all you have to do is to look and learn and you have everything in your head." This comment indicates that visualization is easier with a video. Some of the students did not enjoy watching the movie first as evidenced by the following comments: "No Because it spoiled the whole book," No, because you really couldn't ask any questions," and "No, because I like comparing the book to the movie not the movie to the book."

Table 7 represents the responses to the question:

> *Did you enjoy watching the video in the middle of reading the book? Explain why or why not.*

TABLE 7

Did You Enjoy Watching The Video In The Middle Of Reading The Book

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	7	43.8%	7	58.3%	8	53.3%	22	51.2%
No	9	56.3%	5	41.7%	7	46.7%	21	48.8%
Total	16		12		15		43	

It was almost evenly split among the students the overall percentages of those who did enjoy watching the video in the middle of reading the book and those who did not. Fifty one percent of the students enjoyed watching the video in the middle; whereas, 49% of the students did not. Watching the video in the middle either seemed to help them understand the book better as it was being read or it confused them about what happened in which story. A number of the students who replied "yes" gave as their reason that it helped them to understand the book better. A typical comment of this nature included: "Yes, seeing it like that helped me to understand the book better." The number one reason given for why students did not enjoy seeing the video in the middle of reading the book is because it confused them: "No because I get all mixed up," and "no, because it got me confused." Other students did not like how it affected the book reading. One student wrote, "no because it messed up the Book" and another student commented, "No Because it give out the best parts of the book." A couple of other students simply commented they would rather watch the video before the book was read, "No, because I wanted to watch the video first."

Table 8 represents the responses to the question:

> *Did you enjoy watching the video <u>after</u> reading the book? Explain why or why not.*

TABLE 8
Did You Enjoy Watching The Video <u>After</u> Reading The Book

	Stuart Little		Shiloh		Mouse and Motorcycle		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Yes	14	77.8%	17	89.5%	7	77.8%	38	82.6%
No	4	22.2%	2	10.5%	2	22.2%	8	17.4%
Total	18		19		9		46	

The students seemed to enjoy watching the video after reading the book with 83% of the students overall answering "yes," although this was not as high a percentage as their preference for seeing it before the book. Interestingly, the comments students gave for enjoying seeing the video after reading the book would suggest that seeing the video first would have been more beneficial to them. Numerous students commented that seeing the video last helped them to understand the book better: "Yes, I figured out what it was talking about in the story," "yes Because I understand the Book more," and "yes! Because it explain some things that happen." Several students answered the inverse but their comments were along the same theme: "No, because I did not understand the book," "no, because when the teacher read the book I did not understand it but when I saw the movie I understood it better."

Some students preferred watching the video last so that it did not affect the book: "Yes, so it woulden't mess up my picture," and "Yes, because if you watch the movie

first then you know every answer when the teacher asked you." The opposite was also true as one student commented: "No, it made all my imaginings go away."

Summary

As Tables 1-8 demonstrate, the students enjoyed all of the books and the videos. The students enjoyed the books because they were funny, sad, or exciting and often cited their favorite parts. Over one-third of the responses students gave for enjoying the videos were because it helped them to visualize the books. In this way, the videos clearly enhanced the students' learning experiences by helping them to understand the books better because they had a better understanding of what was happening in the stories. As evidenced by the students' responses, the overall preference for when to watch the videos was before reading the books, primarily for this reason. The types of comments students made for enjoying watching the video after reading the book, that it helped them to understand the story, indicated that perhaps seeing the video first would have been more beneficial for them.

For the most part it did not seem to bother the students that the books and videos differed in parts, in fact they seemed to expect it or prefer it; however, when the students watched the videos in the middle of reading the books they did comment they became confused because the book and video did not always agree. The majority of the students preferred the videos to the books because it helped them to visualize the stories and because they thought the videos were funnier than the books and that they had action in them, whereas, the books did not. Being able to "see" the books helped the students to then appreciate the humor and action that was in the stories. In essence, the videos were more entertaining to students than the books; however, the entertainment value of the

videos did not detract from their learning but rather enhanced it by helping the students to understand the stories better. As one student commented, "you couled rellx, lisses and wach," and another wrote, "I leared. why? Because I looked and thought."

Response Journals

During the course of this study each student wrote a total of six response journals. There were three journals for the books and three journals for the videos. The teachers read the books over a course of five days. Each day following the read-aloud the students recorded their responses in a response journal. The videos *Stuart Little* and *Shiloh* were shown over a period of two days, 45 minutes each day; however, because *The Mouse and the Motorcycle* was only 40 minutes long, the students who viewed this video before or after the book reading saw it in its entirety. The students who watched this video in the middle of the book reading saw it twice, 20 minutes each time. The students recorded their responses about the videos in a response journal following each viewing of the movie. The time frame was longer to read the books than watch the videos; thus, the students recorded responses more frequently in the book response journals than they did in the video response journals. For example, when the students saw the movie only one day they had only one written entry as compared to hearing the book five days in which they had five recorded entries.

Figures 14 – 19 demonstrate the types of responses the students made and the number of responses by type for each treatment-- viewing the video before, in the middle, or after the book reading. It is important to note that because the students recorded in the book journals over a period of five days and the video journals only one or two days, the total number of responses of book journals versus video journals cannot be compared.

The figures (following pages) are designed to show the sequence of the treatment. It can be seen that the number of responses declined over time presumably from student fatigue in writing; however, this research study was designed to allow for this by varying the treatment across the classrooms, so that by the last book there was still a beginning, middle, and end treatment.

Analysis of Variance

Analysis of Variance (ANOVA) was done on the students' response journals using the data illustrated in Figures 14-19. Analysis of Variance is appropriate when more than two independent variables are being tested concurrently for effect, when the dependent variable is continuous, and when the dependent variable is normally distributed. These conditions apply here. The following tables reveal the statistical outcomes. All of the tables have an N of 284 journals.

Treatment: Analysis of Variance was run on the treatments used in this study: video at the beginning, middle or end of a book reading. Table 9, Descriptives – Treatment, contains data regarding the N, means, and standard deviation. Table10, ANOVA – Treatment, reveals that there is only one category of eight total that was statistically significant: Focus on a Part. The difference in this case was between the middle treatment (mean = 1.12) and the end treatment (mean = 1.91). As a result, there is no substantive significance that can be derived. Indeed it is possible the difference was merely a statistical occurrence. Note too that "Focus on a Part" is a low-level response in which the students tell what part of the story was their favorite; thus the fact that this one happened to be statistically significant does not have much bearing on educational practice.

FIGURE 14

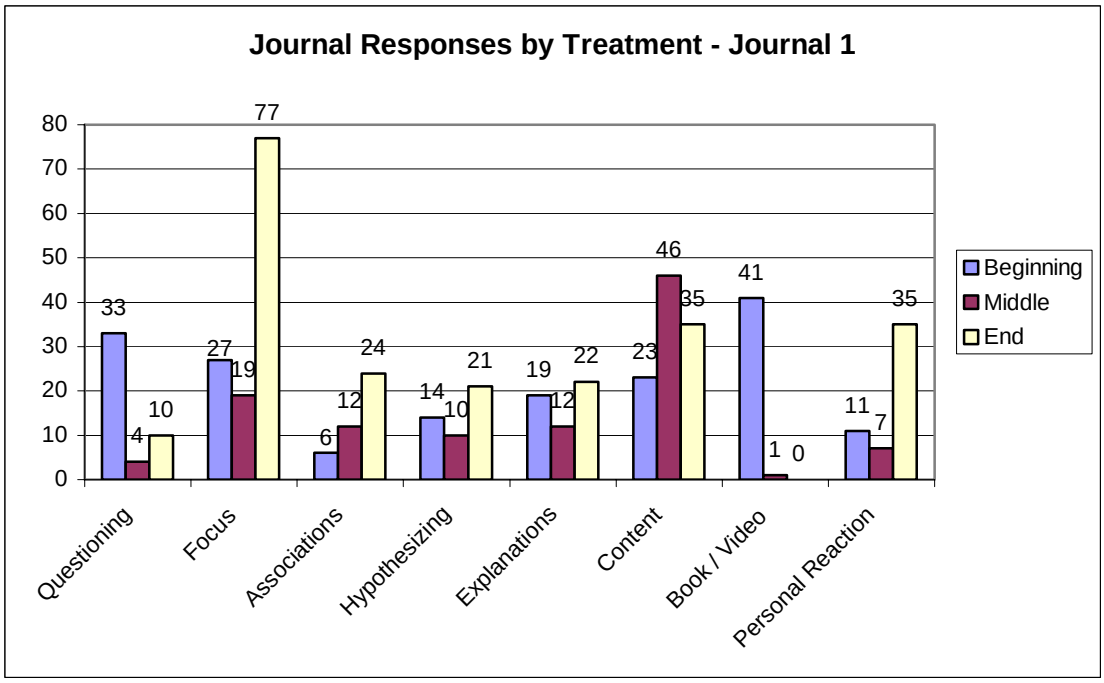


FIGURE 15

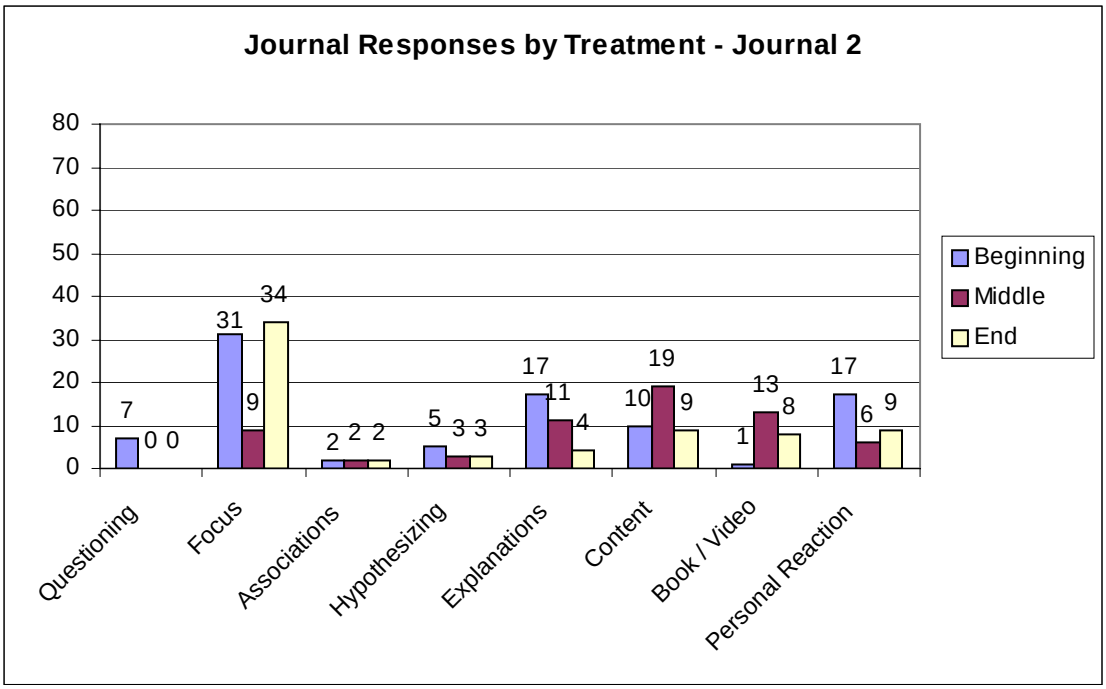


FIGURE 16

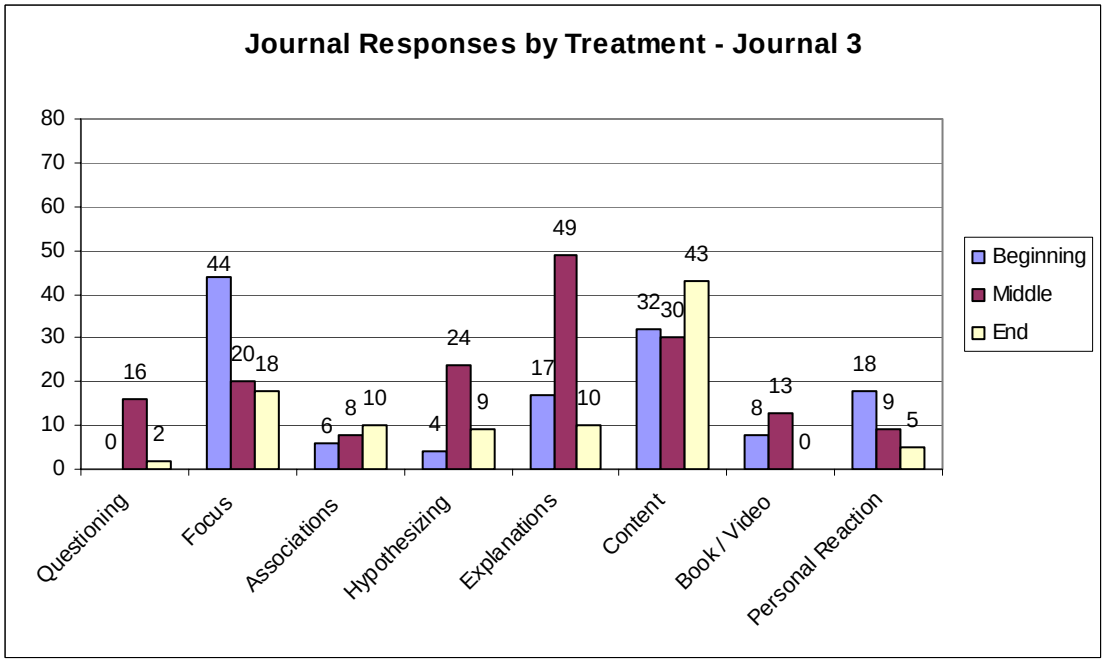


FIGURE 17

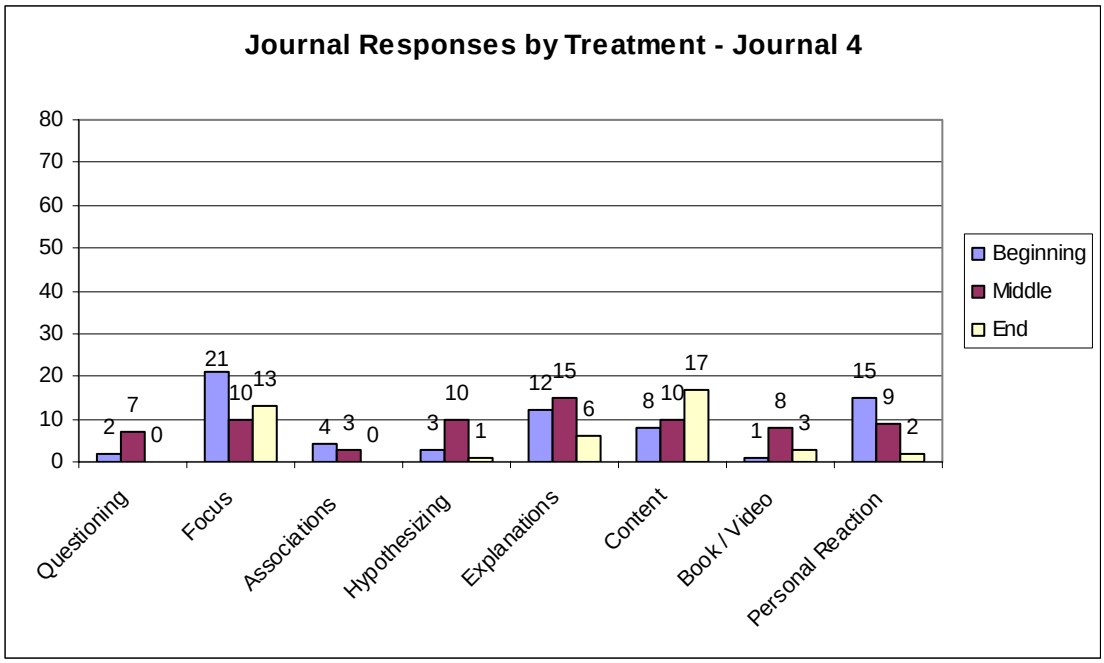


FIGURE 18

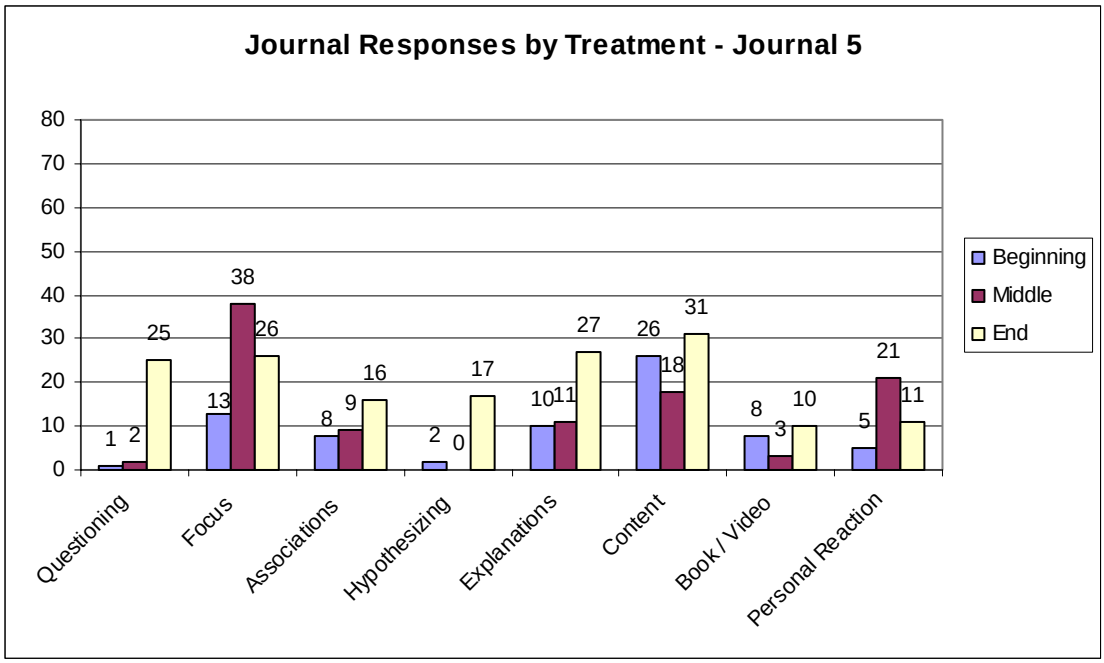


FIGURE 19

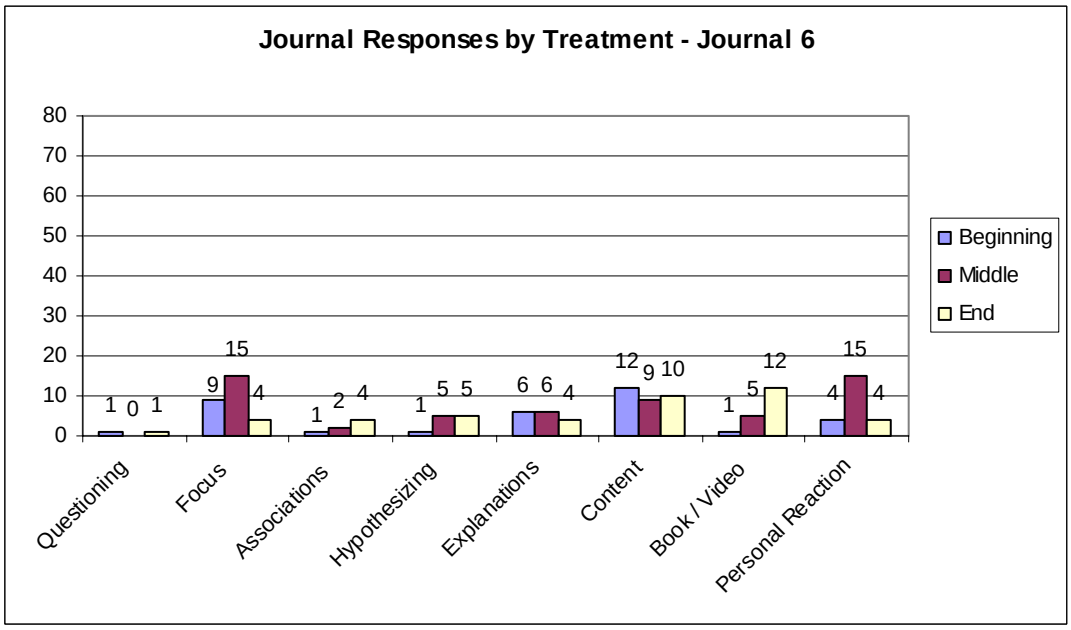


Table 9				
Descriptives - Treatment				
		N	**Mean**	**Std. Deviation**
QUESTIONING	**Beginning**	95	.46	2.12
	Middle	99	.29	.93
	End	90	.42	1.46
	Total	284	.39	1.57
FOCUS ON A PART	**Beginning**	95	1.53	2.13
	Middle	99	1.12	1.87
	End	90	1.91	2.64
	Total	284	1.51	2.24
ASSOCIATIONS	**Beginning**	95	.28	.72
	Middle	99	.36	.78
	End	90	.62	1.53
	Total	284	.42	1.07
HYPOTHESIZING	**Beginning**	95	.31	.91
	Middle	99	.53	1.26
	End	90	.62	1.39
	Total	284	.48	1.21
EXPLANATIONS	**Beginning**	95	.85	1.38
	Middle	99	1.05	2.37
	End	90	.81	2.04
	Total	284	.91	1.97
PRINT AND LANGUAGE	**Beginning**	95	.00	.00
	Middle	99	.00	.00
	End	90	.00	.00
	Total	284	.00	.00
CONTENT	**Beginning**	95	1.17	1.57
	Middle	99	1.33	1.55
	End	90	1.61	1.82
	Total	284	1.37	1.65
BOOK / VIDEO	**Beginning**	95	.63	1.71
	Middle	99	.43	.80
	End	90	.37	1.04
	Total	284	.48	1.24
PERSONAL REACTION	**Beginning**	95	.74	1.18
	Middle	99	.68	1.02
	End	90	.73	1.40
	Total	284	.71	1.20

Table 10						
ANOVA - Treatment						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
QUESTIONING	**Between Groups**	1.535	2	.767	.309	.735
	Within Groups	698.082	281	2.484		
	Total	699.616	283			
FOCUS ON A PART	**Between Groups**	29.467	2	14.734	2.980	.052
	Within Groups	1389.519	281	4.945		
	Total	1418.986	283			
ASSOCIATIONS	**Between Groups**	5.746	2	2.873	2.544	.080
	Within Groups	317.391	281	1.130		
	Total	323.137	283			
HYPOTHESIZING	**Between Groups**	4.922	2	2.461	1.695	.185
	Within Groups	407.990	281	1.452		
	Total	412.912	283			
EXPLANATIONS	**Between Groups**	3.147	2	1.573	.403	.669
	Within Groups	1096.473	281	3.902		
	Total	1099.620	283			
PRINT AND LANGUAGE	**Between Groups**	.000	2	.000	.	.
	Within Groups	.000	281	.000		
	Total	.000	283			
CONTENT	**Between Groups**	9.221	2	4.611	1.703	.184
	Within Groups	760.694	281	2.707		
	Total	769.915	283			
BOOK / VIDEO	**Between Groups**	3.545	2	1.772	1.149	.318
	Within Groups	433.328	281	1.542		
	Total	436.873	283			
PERSONAL REACTION	**Between Groups**	.220	2	.110	.076	.927
	Within Groups	405.678	281	1.444		
	Total	405.898	283			

Race/Ethnicity: Analysis of Variance was run using the race/ethnicity of the students in this study. See Table 11 for the descriptives. There were no representatives of Asian, Native American, or Other in any of the classes. Table 12 reveals that "Associations," "Explanations," "Content," and "Personal Reaction" are all statistically significant. Although there were statistical differences, there was no clear pattern by race/ethnicity. With regard to "Associations," the mean was .25 for Latino while that of White and African American was almost identical with .74 and .73 respectively. For "Explanations" the mean was 1.60 for White, .78 for Latino and .27 for African American. With regard to "Content," the mean was the lowest for White, .89, the highest

for Latino, 1.54 and 1.30 for African American. The pattern changes again in "Personal Reaction" with the mean 1.21 for African American the highest, Latino the lowest with a mean of .60, and .78 for White. It should be noted that the mean values by race/ethnicity did not follow a pattern. Scores on standardized tests might indicate that minority students would be consistently lower than Whites. They were not. Further, Latinos were not consistently lower than the African Americans or vice-versa. There are no obvious social, economic, or cultural reasons for the variation that did occur. There is an important pattern- the important pattern is that there is no pattern. Note too, there only six African-American students and twelve White students out of the fifty students who participated. These small numbers could have been a factor in generating these statistics.

Table 11				
Descriptives - Race				
		N	**Mean**	**Std. Deviation**
QUESTIONING	**White**	65	.45	1.20
	Latino	186	.41	1.79
	African American	33	.15	.57
	Total	284	.39	1.57
FOCUS ON A PART	**White**	65	1.20	2.31
	Latino	186	1.63	2.24
	African American	33	1.42	2.09
	Total	284	1.51	2.24
ASSOCIATIONS	**White**	65	.74	1.34
	Latino	186	.25	.78
	African American	33	.73	1.59
	Total	284	.42	1.07
HYPOTHESIZING	**White**	65	.77	1.63
	Latino	186	.43	1.11
	African American	33	.21	.42
	Total	284	.48	1.21
EXPLANATIONS	**White**	65	1.60	2.73
	Latino	186	.78	1.73
	African American	33	.27	.80
	Total	284	.91	1.97
PRINT AND LANGUAGE	**White**	65	.00	.00
	Latino	186	.00	.00
	African American	33	.00	.00
	Total	284	.00	.00
CONTENT	**White**	65	.89	1.45
	Latino	186	1.54	1.73
	African American	33	1.30	1.36
	Total	284	1.37	1.65
BOOK / VIDEO	**White**	65	.55	1.23
	Latino	186	.47	1.33
	African American	33	.39	.66
	Total	284	.48	1.24
PERSONAL REACTION	**White**	65	.78	1.23
	Latino	186	.60	1.13
	African American	33	1.21	1.39
	Total	284	.71	1.20

Table 12						
ANOVA - Race						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
QUESTIONING	**Between Groups**	2.189	2	1.094	.441	.644
	Within Groups	697.428	281	2.482		
	Total	699.616	283			
FOCUS ON A PART	**Between Groups**	9.122	2	4.561	.909	.404
	Within Groups	1409.864	281	5.017		
	Total	1418.986	283			
ASSOCIATIONS	**Between Groups**	14.914	2	7.457	6.799	.001
	Within Groups	308.223	281	1.097		
	Total	323.137	283			
HYPOTHESIZING	**Between Groups**	8.267	2	4.133	2.870	.058
	Within Groups	404.645	281	1.440		
	Total	412.912	283			
EXPLANATIONS	**Between Groups**	47.512	2	23.756	6.345	.002
	Within Groups	1052.108	281	3.744		
	Total	1099.620	283			
PRINT AND LANGUAGE	**Between Groups**	.000	2	.000	.	.
	Within Groups	.000	281	.000		
	Total	.000	283			
CONTENT	**Between Groups**	20.544	2	10.272	3.852	.022
	Within Groups	749.372	281	2.667		
	Total	769.915	283			
BOOK / VIDEO	**Between Groups**	.626	2	.313	.202	.817
	Within Groups	436.247	281	1.552		
	Total	436.873	283			
PERSONAL REACTION	**Between Groups**	10.839	2	5.419	3.855	.022
	Within Groups	395.059	281	1.406		
	Total	405.898	283			

Gender: Analysis of Variance was run using gender as a variable. Table 13 contains the descriptive data. Table 14 shows that three out of the eight categories were statistically significant. These three categories include: Associations (personal experience), Content (retelling), and Personal Reaction ("I thought the book was funny"). In each of these categories the females had a higher mean than the males, i.e., the females wrote more than the males. Overall, the females wrote more in the journals than did the

males with a total of 161 responses as compared 123 responses for the males; however, only the categories “Associations,” “Content,” and “Personal Reaction” were statistically significant. Research has shown that girls achieve test scores in reading, writing, and the arts that are slightly higher than boys (Abrahams & Ahlbrand, 2002; Peterson, 2000). There is also evidence that males and females write qualitatively differently and prefer different modes of writing (Gormley, 1993). For example, Kamler (1993) conducted a case study following two writers from kindergarten through grade two and found that the female participant produced more free writing pieces that included personal comments than did the male participant. Kamler suggested these differences might reflect cultural differences, specifically that girls are encouraged to discuss feelings and personal perspectives more than boys. Previous studies have shown that teachers identify gender differences between boys and girls, characterizing girls as more competent writers than boys (Peterson, 2000). Teachers describe girls’ writing as more detailed, descriptive, creative, legible and showing greater conformity to writing conventions (Peterson, 2000) and other research findings have shown this to be true (Pomplun, Sundbye, & Kelley, 1999).

Table 13				
Descriptives - Gender				
		N	**Mean**	**Std. Deviation**
QUESTIONING	**Female**	161	.24	.88
	Male	123	.59	2.16
	Total	284	.39	1.57
FOCUS ON A PART	**Female**	161	1.50	2.30
	Male	123	1.51	2.16
	Total	284	1.51	2.24
ASSOCIATIONS	**Female**	161	.53	1.21
	Male	123	.28	.83
	Total	284	.42	1.07
HYPOTHESIZING	**Female**	161	.50	1.30
	Male	123	.46	1.08
	Total	284	.48	1.21
EXPLANATIONS	**Female**	161	1.06	2.07
	Male	123	.72	1.82
	Total	284	.91	1.97
PRINT AND LANGUAGE	**Female**	161	.00	.00
	Male	123	.00	.00
	Total	284	.00	.00
CONTENT	**Female**	161	1.61	1.74
	Male	123	1.05	1.47
	Total	284	1.37	1.65
BOOK / VIDEO	**Female**	161	.47	1.01
	Male	123	.49	1.50
	Total	284	.48	1.24
PERSONAL REACTION	**Female**	161	.86	1.32
	Male	123	.52	.99
	Total	284	.71	1.20

Academic Ability: Analysis of Variance was run on the academic ability of the students in this study. Academic ability was defined as students classified as "gifted." The researcher accepted the classification of the Perales (pseudonym) Independent School District in this respect. The testing process used by Perales ISD to determine student giftedness is more in-depth than just the use of third grade TAAS scores or grades. Following teacher or parent recommendations, a six-week testing process is employed. The district uses five different types of measures to determine giftedness: the Raven (which determines IQ), the Terra Nova (which determines academic ability), a

creativity test (developed by Perales ISD), the Kingle Observation Inventory (a survey used by the student's classroom teacher), and a Portfolio (which includes assignments taught by the school's gifted and talented teacher). These five measures are presented and scored before a committee of 10 people which includes all of the district's gifted and talented teachers and the Perales ISD curriculum director. The nominated students must score a certain percentage on three out of the five measures to be determined "gifted" by Perales ISD.

Table 15 contains the descriptive data. Note that of the 50 students who participated, nine of them had been designated by the school as "gifted." Table 16 reveals that there was statistical significance in only one of the eight categories: Personal Reaction. Surprisingly, in this category, the mainstream student mean was .80, higher than the gifted mean of .31. It is important to note, however, that there were only nine students in the gifted category. With a number this small, even one student who did not respond well might generate this kind of statistic. It is also worth noting that the response journals were not given to the teachers to be graded; thus, the "gifted" students may not have written as much since they were not receiving a grade. Kathleen A. Gormley (1993) also found in her study on gender and ability differences in children's writing, that academic ability revealed no significant differences.

Table 14						
ANOVA - Gender						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
QUESTIONING	**Between Groups**	8.910	1	8.910	3.638	.057
	Within Groups	690.706	282	2.449		
	Total	699.616	283			
FOCUS ON A PART	**Between Groups**	5.761E-03	1	5.761E-03	.001	.973
	Within Groups	1418.980	282	5.032		
	Total	1418.986	283			
ASSOCIATIONS	**Between Groups**	4.411	1	4.411	3.903	.049
	Within Groups	318.726	282	1.130		
	Total	323.137	283			
HYPOTHESIZING	**Between Groups**	.159	1	.159	.109	.742
	Within Groups	412.753	282	1.464		
	Total	412.912	283			
EXPLANATIONS	**Between Groups**	8.082	1	8.082	2.088	.150
	Within Groups	1091.538	282	3.871		
	Total	1099.620	283			
PRINT AND LANGUAGE	**Between Groups**	.000	1	.000	.	.
	Within Groups	.000	282	.000		
	Total	.000	283			
CONTENT	**Between Groups**	21.860	1	21.860	8.241	.004
	Within Groups	748.055	282	2.653		
	Total	769.915	283			
BOOK / VIDEO	**Between Groups**	1.731E-02	1	1.731E-02	.011	.916
	Within Groups	436.856	282	1.549		
	Total	436.873	283			
PERSONAL REACTION	**Between Groups**	8.205	1	8.205	5.818	.017
	Within Groups	397.693	282	1.410		
	Total	405.898	283			

Table 15				
Descriptives – Gifted				
		N	**Mean**	**Std. Deviation**
QUESTIONING	**Yes**	51	5.88E-02	.24
	No	233	.46	1.72
	Total	284	.39	1.57
FOCUS ON A PART	**Yes**	51	1.33	2.50
	No	233	1.55	2.18
	Total	284	1.51	2.24
ASSOCIATIONS	**Yes**	51	.31	1.26
	No	233	.44	1.02
	Total	284	.42	1.07
HYPOTHESIZING	**Yes**	51	.20	.60
	No	233	.55	1.30
	Total	284	.48	1.21
EXPLANATIONS	**Yes**	51	.47	.92
	No	233	1.00	2.12
	Total	284	.91	1.97
PRINT AND LANGUAGE	**Yes**	51	.00	.00
	No	233	.00	.00
	Total	284	.00	.00
CONTENT	**Yes**	51	1.45	1.71
	No	233	1.35	1.64
	Total	284	1.37	1.65
BOOK / VIDEO	**Yes**	51	.39	.96
	No	233	.50	1.30
	Total	284	.48	1.24
PERSONAL REACTION	**Yes**	51	.31	.71
	No	233	.80	1.26
	Total	284	.71	1.20

Table 16						
ANOVA - Gifted						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
QUESTIONING	**Between Groups**	6.853	1	6.853	2.790	.096
	Within Groups	692.763	282	2.457		
	Total	699.616	283			
FOCUS ON A PART	**Between Groups**	1.876	1	1.876	.373	.542
	Within Groups	1417.110	282	5.025		
	Total	1418.986	283			
ASSOCIATIONS	**Between Groups**	.689	1	.689	.603	.438
	Within Groups	322.448	282	1.143		
	Total	323.137	283			
HYPOTHESIZING	**Between Groups**	5.096	1	5.096	3.524	.062
	Within Groups	407.816	282	1.446		
	Total	412.912	283			
EXPLANATIONS	**Between Groups**	11.918	1	11.918	3.090	.080
	Within Groups	1087.702	282	3.857		
	Total	1099.620	283			
PRINT AND LANGUAGE	**Between Groups**	.000	1	.000	.	.
	Within Groups	.000	282	.000		
	Total	.000	283			
CONTENT	**Between Groups**	.447	1	.447	.164	.686
	Within Groups	769.469	282	2.729		
	Total	769.915	283			
BOOK / VIDEO	**Between Groups**	.467	1	.467	.302	.583
	Within Groups	436.406	282	1.548		
	Total	436.873	283			
PERSONAL REACTION	**Between Groups**	9.999	1	9.999	7.122	.008
	Within Groups	395.899	282	1.404		
	Total	405.898	283			

ANOVA Summary: In sum, analysis of variance did not reveal any substantively meaningful patterns (patterns that would suggest variation in educational approach) of statistical significance. This study was designed to see how video affected reader response, in particular, whether showing the video at the beginning, in the middle, or at the end of reading a book made a difference in terms of reader response. The Analysis of Variance by Treatment clearly shows that it did not make a difference when the students viewed the movie. Since previous research indicates that learning styles may vary by

race/ethnicity, gender and academic ability, Analysis of Variance was also done on these other areas of interest. Again, however, meaningful patterns did not emerge, with the exception of females providing greater overall breadth of response.

Class Discussions: In addition to the response journals, all of the students' responses during class discussions of the books and videos were video and audio taped. Additionally, the researcher personally observed most of the class discussions and took field notes. The review of the tapes and field notes proved useful in the totality of the assessment; however, they did not lend themselves to independent analysis. First and foremost, from an analytic perspective, there was very little discussion. It should be noted that the teachers were not trained in reader response theory and as a result most of the class discussions were a series of questions by the teachers that followed the inquisition model of teaching.

Teacher Interviews

The three fourth-grade teachers, with pseudonyms as chosen by them - Mrs. Bright, Mrs. Spooky and Mrs. Lee, were interviewed twice throughout the course of the study. All three teachers had taught ten or more years. The three teachers regularly read to their students throughout the day, incorporating literature into other areas of the curriculum. Their students read and explored books as a class, on their own, with a partner or in small groups. They gave their students the opportunity to respond orally to books they had heard or read in both large group discussions and in small group book clubs. The teachers had used response journals in the past for books their students had

read on their own, in book clubs, and for class read-alouds. Films were used upon occasion for literacy instruction, as well as in other areas of the curriculum. Mrs. Spooky was the team leader for the fourth-grade department, and Mrs. Bright had received the teacher of the year award for 2001-2002. The teachers were interviewed following the first treatment in which the book and the video of *Stuart Little* were used and again at the end of the study. All three teachers were asked the same five questions in the first interview. For the second interview the teachers were asked a different set of five questions. The second set of five questions were the same for all three teachers. The teachers' comments are summarized below following each question.

Interview One: Following the First Treatment

1. Do you think the children enjoyed the book?

All three teachers indicated that they felt the students enjoyed the story even though many had heard it before. "Yes, I think they did," said Mrs. Lee and then added, "even though some of them had already heard it before they still enjoyed reading it." Mrs. Bright commented that the children seemed to enjoy that Stuart was an animal, not a real-sized person, who was having all of the adventures.

2. Do you think the children enjoyed writing in the response journals?

The teachers felt that, overall, the students enjoyed writing in the response journals; however, they all brought up the issue that some of the students did not want to write. In response to the question Mrs. Bright said:

> Some of them did—some of the ones where writing isn't a problem for them enjoyed it… For those where writing is a struggle and they don't like to write it was a problem. Looking over their responses most of them did get something. Some of them got much more than just a something out of it.

It is evident from the students' responses in the response journals that most of them did get "a something" out of the books and videos. All of the students wrote some type of response in their journal everyday, even if it was a low-level response of recalling what had happened in the story or explaining their favorite part. There were 119 "Association" responses in which students made connections to their own personal experiences or other texts, indicating that several students did get "much more than just a something" out of hearing the stories and viewing the videos than just a low-level response of recalling what had happened in the story.

Mrs. Spooky commented:

> We've done that [response journals] but they want to get by with as little as they can. There are a couple of them in here that will work really hard to include a lot more detail, but for the majority, with all the fourth grade writing, they were really burned out at the time writing came along and even if they enjoyed the book they didn't write much.

Mrs. Lee responded by saying:

> There are always going to be some kids who don't want to write no matter how fun the activity is, so you can't always get to them, but I think overall, yea, I think they did enjoy writing in their response journal.

As the teachers' comments indicate, the majority of the students enjoyed writing in their response journals; however, there were some students who were reluctant to write for various reasons that the teachers mentioned.

3. Do you think it helped the children to understand the book better by recording responses to the chapters read in their response journals?

The three teachers agreed that the response journals were beneficial in terms of helping the children to understand the book better. Two of the teachers indicated that one of the benefits was that it helped the students to remember what had happened in the story. Again, all three teachers made reference to the students who did not like to write, indicating that for some it was a struggle to record a response. Mrs. Spooky's first comment was, "I think so even though some of them aren't very good at it." Mrs. Spooky and Mrs. Lee both talked about students they had who were struggling writers. They believed that those students were more verbal and more auditory and if they had been asked to give their responses orally they would have had more to say "but (instead) you probably got a one sentence response," as Mrs. Spooky said. She was correct in that there were many journal entries that had only a one-sentence response. In talking about some of her students who did not want to write Mrs. Spooky commented,

"They're very verbal. With the response journals you're not getting what they really know." Mrs. Lee talked about one of her students in specific:

> If you ask Joe [pseudonym] to tell you something, he can tell you details, but he just doesn't want to write. He is totally auditory.

Perhaps a different response method would have been more effective for these students. For the students who did not want to write, another response method besides writing may have generated more responses and perhaps more types of responses.

4. How did the children react or respond when the video and the book differed?

The teachers were in agreement that it did not seem to bother the students that the movie *Stuart Little* was different than the book. Mrs. Spooky replied, "I don't think it confused them. I think they just took it for what it was." The teachers felt that the students understood that when a book is made into a movie it is going to be changed. Mrs. Spooky noted:

> I think everyone grasped the idea that a lot of times when you take off from a book the movie is changed somewhat. For them to see that a screenwriter will take a book and go with it from there, that it's just the basis of what they're going to try to do.

Mrs. Spooky was the only teacher who discussed with her students the fact that the videos were adapted from the books. Some of the students did not

seem to understand that the books had been written first and the videos then adapted from them, as was exemplified in one student's response who saw the movie before hearing the book, "I did not like the book because it didn't have all the characters from the movie."

Mrs. Lee felt the video was effective being different than the book because it provided students an opportunity to compare and contrast. She talked about how many of the videos are different from the books they are adapted from, so she felt that it was a teacher's responsibility to point out the ways that a book and video are similar and different.

5. Do you think seeing the video helped the children to understand the book better?

All three teachers agreed that the video *Stuart Little* did help the students to understand the book better "even though the book and the video are not exact" as Mrs. Bright stated. The teachers felt that it helped the students to visualize the story. Mrs. Lee commented:

> A big problem is that so many kids don't know how to make a movie in their head while they're reading and that's the whole part of understanding. It's amazing to me when I read books to the kids and read something funny and nobody laughs. I'm like, OK, wait a minute, let's go back and look at it again. That's why I stop so many times when I'm reading and say 'now let's put a picture in our head of what's happening' because they just don't know how to do it.

Throughout the school year, all three teachers had taught visualization as a reading comprehension skill.

Mrs. Lee, however, expressed reservations about helping the students to visualize prior to reading the book. She said:

> I have this thing with changing the pictures that they already have in their head, and that's one thing about seeing the movie first is that you get these pre-pictures and then you don't use your own imagination to think up what's going on. So I think it is better to read the book first just because then you can compare the pictures in your head with the pictures that someone else thought up to put in a movie instead of basing your new pictures that you're going to add to it on what you've already seen.

Mrs. Lee was the only teacher who expressed this reservation, and her response was in direct opposition to how the students felt about viewing the video prior to reading the book. Analysis of the Post-Treatment Attitude Surveys revealed that the students found it very helpful to have the images from the video in their mind because they believed it helped them to better understand the book by knowing what was happening in the story. Clearly, however, her perspective has some merit.

Summary of Interview One: Taken in totality, the responses of the three teachers in this study indicate that although the teachers thought the response journals were beneficial they had reservations about their effectiveness with struggling writers. The responses of the teachers indicate that the use of video does enrich the students' experience with the book despite the video being different from the book. One of the teachers, however, expressed a reservation about showing a video before reading the

story because it gives the students preconceived ideas and then they do not need to use their own imagination. Clearly this is an issue. Watching videos first may indeed fix visualization and reduce the role of imagination. At the same time students prefer this sequence and it can be argued that students who have seen the video first will build upon what was presented in the video in visualizing in greater depth. An obvious compromise is to use video first some of the time but not all of the time. Teachers should not exclusively use video one way or another, but they should vary the sequence. Not all of the students preferred to watch the video prior to reading the book; thus, some students should be allowed to visualize first from the book.

Interview Two: Following the Completion of the Study

1. ***Do you think watching the video adaptation of the books read aloud benefited or enhanced the children's understanding of the stories? How so?***

   The teachers, as in the first interview, all agreed that the video adaptation of the books did benefit and enhance the children's understandings of the books. Mrs. Lee believed that the videos gave the students visuals to aid in their understanding, and she commented that for the students who did not listen at least they were exposed to the story through the movie. She explained that there were a very select few in her class who do not pay attention and listen to the story being read. Mrs. Bright felt like the use of the video helped in their understanding by giving them a comparison and contrast between the book and the video.

2. ***What treatment did you feel was the most effective for using a video to help teach literacy—showing the video before, during or after the reading of the book? Why?***

The three teachers all had differing views on this question. They either preferred to show the video at the end of reading the book, or they had no preference at all. Mrs. Bright explained why she preferred to show a video following the reading of a book:

> I personally like it to be at the end, but I feel that the children get so geared up that they want to watch the video before the end. I always like to do the movie at the end because I kind of feel like it kind of recaps everything even though they're not always the same, which we all found out.

Mrs. Lee had a similar viewpoint, but her reason for showing the movie last differed.

> For me personally I always would rather read the book first and show it at the end and that's just so I don't have the preconceived ideas in my head of what the book is supposed to be like.

She believed that showing the movie in the middle was also beneficial because the students could start to get an idea in their head and then when they saw the video they were exposed to an alternative way of visualizing the story. She thought it then helped the students as she continued reading to use those alternate perspectives. She commented she did not like showing the video before reading the book because when she asked the students questions, for example "What do you think is going to happen next?" or "How do you think a character is feeling?," the students based their answers on the movie and not their own thoughts.

Mrs. Spooky had no preference about which sequence offered the most effective use of video because she felt like all three ways had advantages to them. She said:

> I like the idea of seeing it (the video) at different times… I think the different intervals kind of gave them a different perspective maybe then reading the book because I've always told them the book in this case has come first and anything else has been developed from the book.

She commented on the fact that even though some of the students had seen the movies before, she did not think that it had an affect on their responses to the books or videos. Mrs. Lee made reference to this as well, commenting that many of the students already had some pre-conceived ideas about the books or videos because they had already been exposed to them. She gave the example of *Stuart Little*, remarking that even if the students had not previously seen the movie, they saw the ads on TV so they already had some picture in their mind to begin with.

3. Would you use a video adaptation again to enhance literacy instruction or children's responses to literature? Why or why not?

The three teachers had all used videos in the past to enhance their literacy instruction, and all three agreed they would continue to use them. Mrs. Bright emphasized the idea that she liked the comparison and contrast to which the use of video lends itself, and she felt like it gave the students a good visual picture of the story. She explained that even though many of the books have good descriptions in them, she feels like the children still need to be able to

see it visually, “they don’t like for us to just get up there and talk.” Renee Hobbs (1999) discusses how media culture has affected the work teachers do in the classroom and talks about how teachers have a love-hate relationship with mass media and new communication technologies. Although teachers appreciate the convenience and diversity new media technology provides, she writes how some teachers: “…are annoyed by the ‘entertain me’ attitude that some students have, hating the idea that teachers compete with TV and other electronic media for their students’ attention” (p.55). Mrs. Bright exemplified this view.

Mrs. Spooky explained that in the past when she had a video that would go along with a novel she was reading she would show the video at the end. She stated that she would now use videos in a variety of ways. Showing the videos at different times throughout the course of the study, she believed that there was no one way that was more effective. She liked the idea of showing the video in the middle because the students only had half of the book and video to think about when they were doing comparisons, and she commented that seeing the video first gave the students the chance to anticipate in the book what was going to happen.

4. Would you use response journals again for the children to record their thoughts and feelings about a book or video? Why or why not?

All three teachers had used response journals in the past with their literacy instruction, and all agreed they would continue to use them because they aided

the students with comprehension and in retaining the storyline, and in this way they helped the students with their understanding of the story. Mrs. Spooky liked how the response journals helped her to see how the students were comparing the books and the videos. Mrs. Lee commented that despite the fact that some students have difficulty recording their thoughts, response journals are "beneficial enough for the majority" of students they are worth using. She explained:

> A lot of them [students] are able to write their response. There's a lot that aren't also. But I think it's beneficial enough for the majority of them that they're worth using. I've done diaramas before and that was beneficial also. They enjoyed doing that. I don't know that necessarily that it's [response journals] the best way especially for all students, but it's valid for occasional use.

5. Based on this study, how do you think the video adaptations influenced the children's responses?

The three teachers all made comments on the lack of responses recorded in the students' video response journals. Despite the fact that the students had watched a movie that was 20 minutes or longer in length, most of the students wrote less than half a page. The point was made by two of the teachers that perhaps so much happened in the video the students could not remember all of it, so they focused on only one or two things in their writing. Mrs. Lee speculated that perhaps the reason for this was that when she read a book, she stopped several times to discuss what was happening, but she did not stop and discuss during the video which may have had an effect on why the students

did not write a lot. She proposed a possible solution to the students responding to a video that is long in length:

> If they had maybe specific things that they could choose from the beginning, middle and end of the video, maybe they could respond to—you pick one thing from these three things at the beginning and discuss it, pick one thing from the middle, and that way it's jogging their memory about the series. And then you're still giving them a choice of what they can respond to but yet you're jogging their memory.

Mrs. Bright thought that a lot of the responses and a lot of the ways the students responded might have been different at the beginning of the year rather than at the end of the year or during the second semester which is when this study took place. She explained:

> The responses should have been better with all of the instruction that they had in writing and practicing for the TAAS. At this time of year they don't want to always use what they know Right now they just think they can write down anything because they're through [with TAAS] and they don't feel like they <u>have</u> to do it; whereas earlier in the year they would have been completely different.

Mrs. Spooky commented on the same phenomenon:

> As years go on, and particularly in fourth grade since writing is one of the TAAS, anytime it is not a TAAS formatted type lesson you get very minimal as to what they record even those that are the good writers. If they know that it's not going to be graded for TAAS then its whatever I can do to get it in… every morning prior, like at the beginning of the year we would do a journal writing, and of course I saw at the beginning how they would write and write and write, and then the more we got into writing, things dwindled down in other areas. They got tired of writing because there is so much of it that they get.

We have no way of assessing the validity of the teacher response. Some would assert that every difficulty encountered by elementary teachers since the TAAS is blamed

on the TAAS. Others despair that indeed imposed standardized testing is adversely affecting the educational experience of students in unanticipated ways. But regardless of one's personal feelings about the TAAS, clearly from the perspective of these teachers it has come to define a great deal of what occurs in Texas elementary classrooms - even elicitation of reader response in journals.

Summary of Interview Two: The responses of the three teachers from interviews done at the end of the study indicated that they all agreed the video adaptations of the books benefited the students' understanding of the stories by giving them a visual and a means to compare and contrast. Two of the teachers definitely preferred to either show the video following the book reading or in the middle of reading the book, and only one of the teachers had no particular preference. All three teachers agreed they would continue to use videos and response journals to teach literacy and to enhance and enrich students' experiences with books, perhaps even using videos in different ways than just showing it as a recap or culmination to reading the book. By showing the videos at different intervals throughout the reading of the books, the teachers felt that it gave the students a chance to compare and contrast in different ways and to anticipate differently what was going to happen in either the book or the video. Moreover, it is important to note that no matter what the specifics of the teacher responses with regard to sequence or interval, they all supported combining reading and video.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The purpose of this study was to examine how video influences reader response. Both quantitative and qualitative research methods were used. The purpose for using mixed methods was to analyze statistical data pertaining to the types of responses the students wrote in their journals and to investigate students' and teachers' perspectives on video use before, in the middle, or after a teacher reads a book aloud. The research questions were investigated by gathering data from three fourth-grade classrooms. Fifty fourth-grade students from low-income families participated in this study by completing two surveys about their reading and video viewing preferences, completing an attitude survey following each of the three treatments in the study, and keeping a response journal for each book and video. Three fourth-grade teachers also participated in this study. They were interviewed twice, once following the first treatment and again at the completion of the study. This chapter summarizes and discusses the results of this study, identifies the limitations, and discusses the educational and research implications.

Discussion of Findings

As the literature on media literacy reveals, video use in the elementary classroom has traditionally played a less prominent role in the language arts curriculum than other instructional materials (Whipple, 1998). Videos have traditionally been used as a supplemental resource, follow-up activity, and form of reward or filler (Whipple, 1998; Keyes, 1988). In recent years, however, the acknowledgement of the presence and relevance of media literacy has been widespread, due in part to the rapid development of

computers and other forms of technology. Students are talking about the Internet, video games, television and film. Educators are taking advantage of these conversations and experiences and are using videos in the classroom as an alternative "text," transferring Rosenblatt's reader response theory from written text to film text (Whipple, 1998). This study supports the proposal that video plays an important part in students' lives. As the data showed, video does make an impact how students respond to literature. The findings from this study are summarized in the following sections.

Pre/Post Surveys

The findings from this study suggest that videos are a prominent part of the students' lives. This finding is consistent with the work of Whipple (1998) who believes that film viewing plays a major role in the daily lives of children. Videos are so frequently watched by the students they become "too many to count." Students watch videos not only at home, but at their grandparents' and cousins' homes as well.

Videos also play an important role in how students relate to literature. Students are more likely to choose a book to read if they have already seen the movie about the book, rather than first reading the book because they want to then see the movie. After having been exposed to the three treatments, the students definitely indicated a preference for seeing the video before their teacher read them the book because it helped them to visualize the story. Students also indicated that they felt like the videos helped them to understand the stories better, which is one possibility as to why they preferred viewing the video first. These findings suggest that the use of video has a valid and perhaps needed place in the classroom. When used effectively, videos and books become ideal

companions (Keyes, 1988). David Keyes (1988) believes that teachers who are trying to motivate students to read have a ready-made connection via the media because it is so pervasive in students' lives. He felt television, film, video, filmstrips, radio, cassettes and computers can all be used in a variety of ways to attract readers because these formats are highly accessible to students. Janet H. Towell (2001) stated, "Rather than being hooked on books, children of the new millennium are hooked on watching music videos, movies, sports, or TV shows (p. 22). Because of this phenomenon, Hobbs (1999) found that most teachers agree that media culture is an ingredient in young people's lives that can be mobilized to support classroom learning.

Post Treatment Attitude Surveys

The findings from this study suggest that it is beneficial for teachers to use videos in their literacy instruction to enhance students' literary experiences. Students clearly enjoyed the books and the videos; however, they indicated they enjoyed the videos more. One reason for this preference was because the videos helped the students to understand the books better by helping them to visualize the characters and the action of the stories. Being able to visualize the story helped the students to understand what was happening in the story and to appreciate the action and humor in the books. This idea is supported in the work of Thron (1991) who discussed how books provide richness in language that film cannot match, but films offer the viewer the power of image, drama and sound instead of relying on language alone. Teachers need to recognize the advantages that a video provides. Video appeals to the sense of sight. Videos provide a visual, moving and audible language. Teachers need to recognize that a video can enhance a novel by

adding a dimension to students' understanding (Resch & Schicker, 1992). As Bluestone (1971) has pointed out:

> A novel uses language—and a film uses the visual image. Language tends to be more personal, more subjective; it can search the interior of a character much more effectively and directly than a movie can. But a film can depict a dark street, a row of faces, any visual image more potently and directly than language can. (p.14)

The findings suggest that it did not bother the students that the books and videos differed in plot, characters or sequence. Because students are so accustomed to viewing videos, they have also become accustomed to the idea that a book and its corresponding video will not always be exactly alike. Resch and Schicker (1992) discuss how film has always been open to criticism concerning its adaptation or interpretation of the novel. They assert that a book and a video are not simply two ways to say the same thing. "For example, the body language and facial features portrayed by characters in the film add a dimension of understanding not always achieved in reading" (p. 33-34). Thus, despite the differences between a book and a video, video has the value of expanding students' understanding of the written work. Although it did not seem to bother the majority of the students that the book and video differed, it did cause a few to become confused when the video was shown in the middle of the book.

Response Journals

The findings from this study suggest that there was no pattern of statistical significance of import that could be found after running Analysis of Variance (ANOVA) in the areas of treatment, race/ethnicity, gender, and academic ability. The purpose of this study was to determine how a video adaptation of a children's literature book

influenced reader response, in particular, how reader response was affected if the video was shown before, in the middle or after the teacher read the book to the students. Analysis of Variance clearly showed it made no quantitative or qualitative difference when the video was shown in terms of the types of responses the students made. Yet, students overwhelmingly indicated not only on the pre/post surveys but in the post treatment attitude surveys as well that they preferred to see the video before the teacher read the book. Despite the fact they had a distinct preference for when they would like the video to be shown, again, this preference did not affect the types or amount of responses they made.

Analysis of Variance also revealed that although there were some statistically significant differences in the areas of race/ethnicity, gender, or academic ability, there were no substantively significant patterns. In terms of race/ethnicity, for some categories the mean for African Americans was statistically greater, for others the Latino mean was highest, and for yet others the means for Whites was the highest. The mean values by race/ethnicity did not follow a pattern. Additionally it should be noted that the sample number of African American students was only 6 out of 50, and the sample number of White students was only 12 out of 50. In terms of gender, it was determined that females wrote more responses in their journals than males in some categories, but differences were not statistically significant in most. There was no statistical significance for academic ability except for one category of response, and in that instance the mean number of responses was higher for the mainstream students. It should be noted, however, that the sample number for the gifted students was only 9 out of 50. Additionally, the students did not receive a grade on their journals; thus the "gifted"

students may not have written as much since the journals were not turned in to their teacher to be graded.

Teacher Interviews

The findings from this study suggest that the three teachers thought the videos and response journals enhanced the literacy instruction of the books used in this study. They felt the students enjoyed the books and videos and writing in the response journals, although they did express concern for the struggling writers. The teachers felt that those who struggled with writing could have verbally given more responses; however, they commented that the students did write at least one response. They all believed that even if it was just a sentence that was recorded, the students still enjoyed the response journals and "got something" out of them. The teachers felt that the response journals were beneficial for all the students because by recording their responses it helped them to remember what had happened in the story. The teachers' comments reflect prior research which found that regardless of ability, all students are successful in responding to literature (Kelly, 1999). One of the most valuable qualities of a reading response journal is that it is tailored to each individual students' interests, needs, and concerns. Because students choose what to write about and how to write it, reading journals give them a voice in their own work (Wollman-Bonilla, 1989). Furthermore, students who write about what they read better understand the texts (Petrosky, 1982). Their reading strategies and comprehension of stories are naturally developed through response journals because writing a response requires that students make some sense of the text (Wollman-

Bonilla, 1989). Patricia Kelly (1990) believes that responding to literature through journals fosters comprehension, discussion, and writing skills, and promotes emotional involvement with and appreciation of literature.

The three teachers all agreed that the videos helped the students to better understand the books. Research has shown that the use of video appears to have a positive impact on the readers' stance toward a book as well as his or her level of personal understanding (Lapp & Flood, 1999). Just as the students had commented, the teachers felt it gave the students a visual representation of the story. The ability to use imagery as an aid to understanding and remembering is associated with efficient reading comprehension. When children are able to construct mental images or use visualization when they read it enhances their abilities to construct inferences, make predictions and remember what has been read (Gambrell & Jawitz, 1993). One of the teachers expressed a reservation about this, however, commenting that the students do not use their own imagination when they are exposed to a video about a book. All of the teachers agreed that the videos aided the students' understanding of the books by giving them a comparison and contrast of the two.

Research evidence has further shown that videos have a positive effect on comprehension, remembering detail, and across text (book and video) comparisons (Lapp & Flood, 1999). In one such study of six 8 -and 9-year-old students, six biographies were read in which three of the biographies were followed by the viewing of a documentary movie, and the other three biographies were followed by the reading of another book on the same topic. In a book club format, students read the biographies and completed journal entries. Results from the study indicated that the journal entries that were based

on both the text and the video contained more detail and across text connections than those followed by the reading of the second text. In addition, field notes showed that the students' conversations indicated they comprehended more when they were exposed to multiple but different sources of information because they could draw across-texts comparisons when two different text formats were used (book and video) (Lapp & Flood, 1999).

The teachers all had differing opinions on when they preferred to show the video - before, in the middle, or after reading aloud the book. Two of the teachers preferred to show it either in the middle or at the end, and the third teacher did not have a preference. She felt there was not one way that was the most effective because all three ways had advantages to them. The other two teachers commented they liked showing the video at the end because it was a good recap for the students, and showing the video at the end did not give students any preconceived images or ideas about the story. They did not mind showing the video in the middle of the book reading because they both felt it gave the students a good way to compare and contrast the stories and to see different perspectives. One of the teachers commented how she definitely did not like showing the video before reading the book because when she then asked the students questions about the story they based their answers on the video and not their own thoughts.

All three teachers had previously used videos and response journals to enhance their literacy instruction, and they all agreed they would continue to do so. At the end of this study they stated they would now use videos in different ways than just showing them as a recap or culmination to reading a book.

Limitations of the Study

Although this study was carefully planned and implemented, as in any research study, several constraints in the design and administration may limit the interpretations made of these data. First, only three fourth-grade classrooms were studied resulting in a small population of students. Of the fifty students who participated only six were African American, twelve were White, and only nine were tested as "gifted," all of which resulted in a small N for these variables when the statistical analysis was run on these categories.

Second, the students who participated in this study were primarily from a single socioeconomic group--overwhelmingly lower income families. Of the 448 students enrolled at the public school where this study took place, only 81 students paid for their lunch, 33 students received their lunch at a reduced price and the rest of the school population was on free lunch. Because the students were primarily from low-income homes, their home experiences with books and videos may have been different than if they had been in a higher socioeconomic status. This difference could have had an impact on how the students responded to the books and videos. Studies have shown that economic status and educational achievement are significantly linked (Natriello, McDill, & Pallas, 1990). According to Susan Mayer, children's scores on cognitive assessments are affected by the number of books a child has and the frequency of visits to a museum (1997).

Third, this study was conducted during six consecutive weeks of the second semester of the school year. Because of this time frame, the students seemed to tire of writing in the response journals, which could have affected the types of responses they wrote. The students wrote in six response journals in six weeks and it was evident by the

end that they were not writing as much, nor were they as enthused about the response journals as they were at the beginning of this study. The results of this study may have been different if the three books and videos had been spread out with a break between them where the students did not write in literature response journals. The results of this study may also have been different if it had taken place during the first semester of the school year when the students had not previously done a lot of writing in preparation for the state mandated test they took in the spring.

Fourth, although the three teachers who participated in this study all had literature-based classrooms, they all read-aloud to their students, and all had used response journals and videos to teach literacy, each one had a different teaching style in reading and discussing the books and videos. It should be noted that the teachers were not trained in reader response theory and as a result most of the class discussions were a series of questions by the teachers that followed the I-R-E model of questioning (Cazden, 1988). Response journals were occasionally incorporated into the class discussions, but not on a regular basis. Because of the teachers' different teaching styles, the ways in which the students responded orally and in writing differed in each classroom. These differences could have had an impact on the results of this study.

Finally, the books and videos used in this study were chosen by the researcher because they were award winning high quality children's literature and films and the three participating teachers had made recommendations on which books fit into their fourth grade curriculum. The videos worked well with this study because they were all adaptations of the books that closely followed the story; thus, when the videos were shown in the middle of the book reading they could be watched in two parts that closely

related to the stories. Other video adaptations may not have worked as well. In addition, because the books and videos were chosen by the researcher and not the students, if a student did not care for any of the books or videos, or if they had previously been exposed to any of the books or videos, it may have impacted the types of responses they wrote which in turn may have impacted the results of this study.

Implications for Educational Practice

Children today are being raised and educated in a multimedia society (Resch & Schicker, 1992; Thoman, 1999; & Wetzel, Radtke, & Stern, 1994). It is important to understand the relationship between media and literacy in order to effectively enhance literacy instruction. This study, which looked at how media or video affects reader response, may help educators and parents better understand the best possible way to integrate video into literacy instruction. The voices of the students and teachers in this study reveal insightful and practical implications for teachers, librarians and parents.

The findings from the pre/post surveys and post treatment attitude surveys clearly suggest that the students preferred to see the videos before they heard the books because they felt that the videos helped them to better understand the stories. The videos gave the students a visual and in this way they could better appreciate what was happening in the stories. Even when the students stated they liked seeing the video at the end of the book reading, their comments as to why revealed that it was because it helped them to understand the story, suggesting that the video would have perhaps been more beneficial if the students had seen the movie first. Since the findings from the response journal analysis suggest that reading/viewing sequence does not make a difference in terms of

either the quantity or quality of journal responses, then the students' preferences and views should be taken into account and teachers should consider showing a video adaptation about a book before they share the book with the students. Other research studies are consistent with these findings (Eyres-Wright, 1996; Frey, 1998). Frey's (1998) study in which one group of fourth-grade students saw a video prior to reading a book and the other group of fourth-grade students only read the book, revealed statistically significant results that the students who saw the video prior to reading the novel were able to respond with more depth of understanding than those who did not see the video. Although statistically significant responses in this study were not found, students did give a definitive preference for seeing the movie first. Results of this study from Analysis of Variance clearly showed it made no quantitative or qualitative difference when the video was shown in terms of the types of responses the students made. Despite the fact that they had a distinct preference for when they would like the video to be shown, again, this preference did not affect the types or amount of responses they made. The findings from this study also suggest that librarians should consider purchasing video adaptations of books that could then be used by the teachers in the classroom to enhance students' literacy learning.

The findings from the response journal analysis suggest that it does not seem to make a difference when the students viewed the videos in terms of the types of responses they made in their response journals. This finding would suggest that if it does not make a difference in the types of responses students write, but if students feel that viewing a video first is more beneficial because it helps them to understand the story better,

educators should consider showing a video before sharing a story to enhance and aid the students' understanding.

Teachers have traditionally used videos in the classroom as a supplemental resource or follow-up activity, just as the teachers in this study have done. The teacher interviews revealed that the three teachers in this study would rather show a video as a recap or culmination of reading a book because they want the students to use their own imaginations and come up with their own ideas about the story. However, the response journal analysis reveals that students wrote just as much and wrote the same types of responses, no matter when the video was shown. This would imply that teachers do not need to be as concerned that students will not write as much or respond with their own ideas. Although the students' responses declined with the third book, this can be attributed to student fatigue in writing and not the treatment itself. This study allowed for student fatigue by alternating the treatments across and within the classrooms so that even with the third book there was still a beginning, middle and end treatment.

The teachers and students all agreed that the videos enhanced the literacy instruction. Videos can be used in a variety of ways in the classroom to teach literacy. Instead of showing the video in its entirety, teachers could show only clips from the film to discuss setting, character development or plot. Multiple video versions of the same book can also be used to have the students do video comparisons along with the book. (Teasley & Wilder, 1997; Costanzo, 1992). Teachers could also show videos at varying times throughout a book reading depending on the difficulty of the text. For a particular difficult text it may be helpful for the students to first see the story on video; whereas, with an easy text viewing the video after the book reading may be the better choice

(Costanzo, 1992; Salomone & Davis, 1997). Two or more different videos can be used to teach similar subject matter, themes, plot or character development. Another strategy for comparing films is to have students view video sequels (Teasley & Wilder, 1997; Costanzo, 1992).

The findings from this study also suggest that parents can aid in their children's literacy education by providing them with opportunities to see videos about books they have heard or read. The students' pre-surveys revealed that videos are already a part of their home life; thus parents can continue to allow students to watch movies and add to their literacy development by buying, renting, or checking out video adaptations of a children's literature book. This would give students another opportunity to be exposed to literacy through a different medium, video, one that as the data from this study shows, helps students to visualize and thus better understand a story. Other ways that parents and educators can aid students in visualization, in other words to help them learn how to make pictures in their head, is to provide them with pictures that relate to the book, show them objects or models of items are found in the story, role play situations from the story, read-aloud the dialogue in the story with expression, relate students' experiences to the literature, and update the language in the text with language that is familiar to them (Duff, 1977).

Parents and educators can also aid in children's literacy education by showing them a movie about a book to encourage or motivate them to read that book. Donelson and Nilsen (1989) dispel the myth that if children see the movie, they won't want to read the book. They explain that a well done media piece will actually increase the number of readers that a book has. If children have enjoyed the film version, then they are likely to

want their pleasure reinforced by encountering the same characters and situations again in the book.

The findings from the Pre/Post Surveys suggest that students enjoy doing an activity after their teacher reads them a book. There are a variety of ways in which students can respond to books and videos. Response journals using open-ended questions or specific prompts are one type of writing activity students can do. They can also write letters to the author of the book, the director of the film, or the writer of the screenplay. Students can write personal or analytical essays. They can write a film script or storyboard, presequel or sequel to the book read or film viewed (Teasley & Wilder, 1997). Students can respond orally in whole class discussions or in a small group. They can get with a partner and share their ideas which they can later share with the class. Students can also role-play scenes from the book or video, participate in a review panel or make their own film (Costanzo, 1992). It is important that teachers are trained in the areas of reader response, video use in the classroom, and response activities in order to effectively incorporate videos into literacy instruction.

Implications for Future Research

This study suggests several avenues for future research. To more thoroughly understand how video affects reader response, more studies need to be done looking at how teachers incorporate video into their literacy instruction. As reported by Kamil, Intrator and Kim (2000), information available on multimedia use in the classroom is considerably limited. Studies that address the role of technology in education rarely address the role of film and related response issues. Simply using book and video in

combination may encourage teachers to elicit more reader response, whether in response journals or by other means. Instead of discussing only the content of the book, students' personal reactions should be discussed as well. Further studies need to be done that examine students' aesthetic responses versus their efferent responses when a video is used in combination with a book. This study focused on whether video helped students to better understand the story. Future studies also need to be done on whether video helps the students to better identify with the story or empathize with the characters.

Because this study had a sample of only three classrooms, a more extensive sample size could be examined. This study suggests that students prefer to watch a video adaptation of a children's literature book before the teacher reads the story. This is the opposite of how teachers have traditionally used video in the classroom. Further studies need to be conducted in order to determine the most effective way of incorporating videos into literacy instruction.

In addition, future studies also need to address the varied uses of video in the classroom. Multiple video versions of the same story can be used with a text. Multiple videos can be used along with a book to teach theme, plot, character development or subject matter. Specific video clips can be used to show a contrast with a scene in the book. Video clips can also be used to aid in student visualization. Showing a video or several video clips can encourage and motivate students to read a book or books on a similar topic (Teasley & Wilder, 1997; Costanzo, 1992). All of these varied ways need to be explored to see how video can best enhance literacy instruction.

Finally, future studies should measure whether the experience of having a book and video combination affects students on future reading experiences. This would

involve a time interrupted sequence. Results of this study indicated that the students enjoyed seeing the videos because it helped them to visualize the story. Future studies need to be done to measure whether seeing literature translated into a visual medium conditions students to do so in a richer way in their own minds in the future with all literature.

Appendix A:

Permission Forms

Appendix A: Permission Forms

Informed Consent for Teachers to Participate in Research

The University of Texas at Austin

You are being asked to participate in a research study. This form provides you with information about the study. The Principal Investigator, Tamara Ward, will also describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled.

Title of Research Study:
The Influence of Video on Reader Response: Incorporating Multimedia with Literacy Instruction

Principal Investigator and Telephone Number:
My name is Tamara Ward, and I am a doctoral student at The University of Texas at Austin in the Department of Curriculum and Instruction. I previously taught first grade at Jefferson Elementary. I am working under the supervision of Professor Colleen Fairbanks and Professor Barbara Immroth. If you have any questions or concerns at any time throughout the course of this research project my telephone number is 830/643-0193, or you may call Colleen Fairbanks at 512/471-4381 or Barbara Immroth at 512/471-3875.

Funding Source:
There is no source of funding for this research study.

What is the purpose of this study?
The purpose of this study is to contribute to the understanding of children's responses to literature by investigating how video influences reader response. Through this study I hope to understand how children's responses to literature are influenced by incorporating multimedia into literacy instruction. I also hope to understand how multimedia can best be incorporated into literacy instruction. You were selected as a possible participant in this study because you are currently assigned as a fourth grade teacher in the Perales Independent School District. You will be one of three teachers participating in this study.

The Influence of Video on Reader Response: Incorporating Multimedia with Literacy Instruction

What will be done if you take part in this research study?
If you decide to participate you will be asked to read three quality children's literature books to your class over a three month period. You will also be asked to show a video adaptation of each book to your class either before, during or after the reading of each book. You will need to monitor your students as they respond to the books and videos in a reader response journal, as well as lead class discussions about the books and videos. You are encouraged to lead the class discussions in any way that is preferable to you. I will interview you three times throughout the course of this study. The interviews will follow the completion of each book/video combination. I will arrange with you a time for the interview that is convenient to you. These interviews will focus on your perception of the students' responses to the books and videos.

The class discussions about the books and videos will be videotaped. The interviews will also be videotaped. The videotapes will be coded so that no personally identifying information is visible on them. I will keep the videotapes locked in a file cabinet in my home, and they will be viewed only by myself for research and data analysis purposes. Following the completion of the study I will continue to keep the videotapes in a locked file cabinet for possible future analysis. There is an additional attached consent form that will allow me to present some of the videotapes from this study at scientific conventions or as demonstrations in classrooms with your permission. Note that you can consent to participating in this study, but not consent to the videotapes being used for educational purposes.

What are the possible discomforts and risks?
There are no risks associated with reading the children's literature books, showing the video adaptations, monitoring the students' written responses, leading the class discussions or participating in the interviews.

What are the possible benefits to you or to others?
The potential benefits to you include expanding your knowledge on reader response and introducing you to different ways of using multimedia in the classroom to teach literacy. Additionally, recommendations for practice will be drawn for educators, researchers and parents regarding children's responses to books that are read aloud and incorporating multimedia with literacy instruction. Specifically, recommendations will be drawn concerning children's oral and written responses to children's literature in both its traditional presentation and its video presentation.

The Influence of Video on Reader Response:
Incorporating Multimedia with Literacy Instruction

If you choose to take part in this study, will it cost you anything?
It will not cost you anything to participate in this study.

Will you receive compensation for your participation in this study?
You will not receive any monetary compensation for participating in this research study; however, you will get to keep the books and videos used in this study to add to your own personal library.

What if you are injured because of the study?
There are no physical risks associated with this study. If injuries should occur as a result of a study activity, no treatment will be provided for a research related injury, and no payment can be provided in the event of a medical problem.

If you do not want to take part in this study, what other options are available to you?
Participation in this study is entirely voluntary. You are free to refuse to be in the study, and your refusal will not influence current or future relationships with The University of Texas at Austin or the Perales Independent School District.

How can you withdraw from this research study?
If you wish to stop your participation in this research study for any reason, you should contact: Tamara Ward at (830) 643-0193. You are free to withdraw your consent and stop participation in this research study at any time without penalty or loss of benefits for which you may be entitled. Throughout the study, the researcher will notify you of new information that may become available and that might affect your decision to remain in the study.

In addition, if you have any questions about your rights as a research participant, please contact Clarke A. Burnham, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, (512) 232-4383.

The Influence of Video on Reader Response:
Incorporating Multimedia with Literacy Instruction

How will your privacy and the confidentiality of your research records be protected?

Authorized persons from The University of Texas at Austin and the Institutional Review Board have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. If the research project is sponsored then the sponsor also has the legal right to review your research records. Otherwise, your research records will not be released without your consent unless required by law or a court order. If the results of this research are published or presented at scientific meetings, your identity will not be disclosed. Your identity will be protected by using a pseudonym.

Will the researcher benefit from your participation in this study?

This research study is my dissertation, and it is being conducted to complete my doctorate program. In addition, this study extends an area of interest that I have been pursuing throughout my studies at The University of Texas at Austin.

Signatures:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

_____ _____

Signature and printed name of person obtaining consent Date

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

_____ _____

Printed Name of Subject Date

_____ _____

Signature of Subject Date

_____ _____

Signature of Principal Investigator Date

The Influence of Video on Reader Response:
Incorporating Multimedia with Literacy Instruction

I may wish to present some of the videotapes from this study at scientific conventions or as demonstrations in classrooms. Please sign below if you are willing to allow me to do so with the tape of your performance.

I hereby give my permission for the videotape made for this research study to be also used for educational purposes.

_____ _____

Signature of Subject Date

Parental/Student Consent Form

The Influence of Video on Reader Response: Incorporating Multimedia with Literacy Instruction

Dear Parents,

Your child's classroom is being invited to participate in a study investigating using multimedia to help teach literacy instruction. My name is Tamara Ward, and I previously taught first grade at Jefferson Elementary. I currently am a doctoral student at The University of Texas at Austin, Department of Curriculum and Instruction. This study is my dissertation, and it is being conducted to complete my doctorate program. I am working under the supervision of Professor Colleen Fairbanks and Professor Barbara Immroth. I am asking permission to include your child in this study because I am interested in how children respond to a video about a book that their teacher reads to them in class. I expect to have approximately 66 participants in the study.

If you allow your child to participate, your child's teacher will read three highly rated books aloud to your child's class: *Stuart Little* by E.B. White, *Shiloh* by Phyllis Reynolds Naylor, and *The Mouse and the Motorcycle* by Beverly Cleary. Your child will also view the video adaptations of the books read aloud. These books and videos are part of ongoing classroom instruction. Following the reading of each book and the viewing of each movie, your child will be asked to write their thoughts and feelings about each one in a response journal. Your child will also participate in class discussions about the books and videos. Prior to the study your child will complete a survey about the books they read and the videos they watch. The information gathered from this study will become part of data analysis and may contribute to published research reports and presentations.

The potential benefits to your child include being exposed to quality children's literature and learning how to respond to literature. Your child may also learn to appreciate quality films made from good literature. There are no foreseeable inconveniences or risks involved to your child by participating in this study. The identity of your child will be protected by using pseudonyms.

This study will take place during your child's language arts class. If you decide not to have your child participate in this study, they will complete the same activities as the other students, but their responses will not be used for research purposes. Your child's grade and evaluation by the teacher will not be affected by his or her participation in this study.

The class discussions about the books and videos will be videotaped. The videotapes will be coded so that no personally identifying information is visible on them. I will keep the videotapes locked in a file cabinet in my home, and they will be viewed only by myself for research and data analysis purposes. Following the completion of the study I will

continue to keep the videotapes in a locked file cabinet for possible future analysis. There is an additional attached consent form that will allow me to present some of the videotapes from this study at scientific conventions or as demonstrations in classrooms with your permission. Note that you can consent to your child participating in this study, but not consent to the videotapes being used for educational purposes.

If you agree to allow your child to participate in the study that is described above, I will also want to review his or her school records in order to gather age and ethnicity information. Your signature on this form indicates that you have given your child permission to participate in the study and have given me permission to review his or her school records.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission. His or her responses will not be linked to his or her name or your name in any written or verbal report of this research project.

Your decision to allow your child to participate will not affect your or his or her present or future relationship with The University of Texas at Austin or the Perales Independent School District. If you have any questions about the study, please ask me. If you have any questions later, call me at 830/643-0193, or you may call Professor Colleen Fairbanks at 512/471-4381 or Professor Barbara Immroth at 512/471-4381. If you have any questions or concerns about your child's participation in this study, call Professor Clarke Burnham, Chair of the University of Texas at Austin Institutional Review Board for the Protection of Human Research Participants at 232-4383.

You may keep a copy of this consent form.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study. If you later decide that you wish to withdraw your permission for your child to participate in the study, simply tell me. You may discontinue your child's participation at any time.

_____
Printed Name of Your Child

_____ _____
Signature of Parent(s) or Legal Guardian Date

_____ _____
Signature of Investigator Date

The Influence of Video on Reader Response:
Incorporating Multimedia with Literacy Instruction

I may wish to present some of the videotapes from this study at scientific conventions or as demonstrations in classrooms. Please sign below if you are willing to allow me to do so with the tape of your child's performance.

I hereby give my permission for the videotape made for this research study to be also used for educational purposes.

_____ _____

Signature of Parent(s) or Legal Guardian Date

Student Assent Form

The Influence of Video on Reader Response: Incorporating Multimedia with Literacy Instruction

I agree to be in a study about books and videos. This study was explained to my mother/father/guardian and he or she said that I could be in it. The only people who will know about what I say and do in the study will be the person in charge of the study, Mrs. Ward, and my teacher.

I understand that I will be listening to books my teacher reads to my class and watching videos about those books. I understand that I will be talking about the books and videos with other students. I understand that I will answer questions on a survey and write in a journal. I understand that the book and video class discussions will be videotaped.

Writing my name on this page means that the page was read to (or by) me, and that I agree to be in the study. I know what will happen to me. If I decide to quit the study, all I have to do is tell my teacher or Mrs. Ward.

_____ _____

Child's Signature Date

_____ _____

Signature of Researcher Date

Appendix B:

Pre/Post Surveys

Appendix B: Pre/Post Surveys

Name _____

Book and Video Survey

Directions: Circle all of the answers that are true. You may circle more than one answer for each question.

1. When choosing to read a book, what do you consider?
   A. The author
   B. The length of the book
   C. The book cover and illustrations
   D. The summary of the book from the book cover
   E. A friend's recommendation
   F. A parent's recommendation
   G. A teacher's recommendation
   H. If you have seen the movie about the book
   I. If you want to see the movie about the book

2. If there is a movie about a book, for example *Charlotte's Web*, which do you prefer?
   A. Seeing the movie before you read the book
   B. Seeing the movie after you read the book
   C. Never seeing the movie at all – you don't want to spoil the book ("That's not how I imagined Wilbur looked!")
   D. Never reading the book at all—you will learn the story from the movie ("I saw the movie *Matilda*. Why read the book? I know what happens.")

3. When you are asked to respond to a book your teacher has read to you, which do you prefer?
   A. Writing your response to what you thought about the book
   B. Drawing a picture about the book
   C. Talking about what you thought of the book

4. If you see a video at a video store about a book your teacher read in class, for example *The Indian in the Cupboard, Jumanji*, or *Stuart Little*, do you ever rent that video?
   A. Yes, because I liked the book
   B. No, because I did not like the book
   C. Yes, just because I wanted to rent a movie
   D. No, I don't rent movies
   E. No, I don't like to see a movie about a book I heard
   F. I have never seen a video at a video store about a book my teacher read to me

5. After your teacher reads a book to you, do you enjoy doing an activity that relates to the story such as drawing a picture, writing in a journal, or watching a video?
   A. Yes, I definitely do.
   B. Sometimes I do. It depends on the activity.
   C. Sometimes I do. It depends on the book.
   D. No, I just enjoy hearing the book

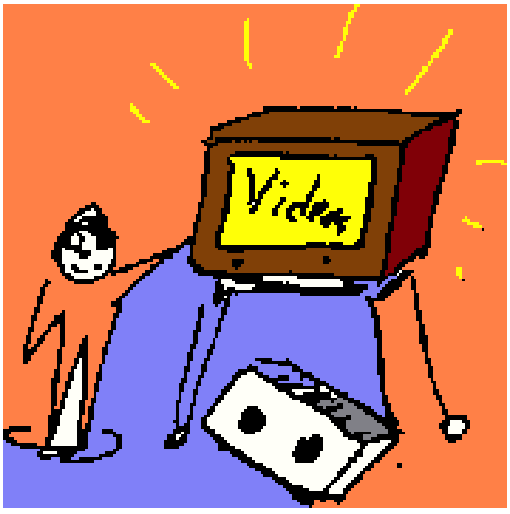
6. If you enjoy doing an activity after your teacher has read a book to you, which activity do you prefer to do?
   A. Write in a response journal your thoughts and feelings about the book
   B. Act out the story – do a play about the book
   C. Draw a picture about the story
   D. Talk about the book in a class discussion
   E. Talk about the book with 3 or 4 classmates
   F. Watch a video of the book
   G. Write a letter to the author of the book
   H. I do not like to do any activity after my teacher has read a book to me. I just enjoy hearing the book.

7. Have you ever seen a video at school when you were in first, second, third or fourth grade, about a book your teacher finished reading to your class—for example *Charlotte's Web, Stone Fox, The Cat in the Hat, Where the Red Fern Grows, The Secret of NIMH*, or any other video about a book?
   A. Yes, I have
   B. No, I have not
   C. I do not remember

8. Do you enjoy watching videos that are made for boys and girls your age—such as *Spy Kids, Atlantis, Toy Story, Shrek, The Lion King*?
   A. Yes, I definitely enjoy watching movies made for kids
   B. No, I do not enjoy watching movies made for kids

9. How often do you watch videos that are made for boys and girls your age—videos such as *A Bug's Life, Jumanji, The Grinch, 101 Dalmatians, Beauty and the Beast*?
   A. Once a week
   B. Two or three times a week
   C. Every day
   D. I watch too many movies made for kids my age to be able to count them
   E. I do not watch any movies made for kids my age

10. Where do you watch videos that are made for boys and girls your age?
   A. Home
   B. School
   C. A friend's house
   D. My grandparent's house
   E. My cousin's house
   F. I do not watch any videos made for boys and girls my age



Name _____

End of Study Survey

Directions: Circle the answer that is true.

1. When your teacher read a book to the class, when did you most enjoy watching the video about the book?
   A. Before she read the book
   B. After she read the book
   C. In the middle of her reading the book
   D. I did not have a preference

2. Did watching the videos about the books help you to understand the story better?
   A. Yes, they did help me understand the stories better
   B. No, the videos did not make a difference in helping me to understand the stories better

3. Did you enjoy writing in a Response Journal?
   A. Yes, I did
   B. No, I did not
   C. Sometimes

4. If there is a movie about a book, for example *Charlotte's Web*, which do you prefer?
   A. Seeing the movie before you read the book
   B. Seeing the movie after you read the book
   C. Never seeing the movie at all—you don't want to spoil the book (That's not how I imagined Wilbur looked!")
   D. Never reading the book at all—you will learn the story from the movie (I saw the movie *Matilda*. Why read the book? I know what happens.")

5. When you are asked to respond to a book your teacher has read to you, which do you prefer?
   A. Writing your response about the book
   B. Drawing a picture about the book
   C. Talking about what you thought of the book

6. After your teacher reads a book to you, do you enjoy doing an activity that relates to the story such as drawing a picture, writing in a journal, or watching a video?
   A. Yes, I definitely do
   B. Sometimes I do. It depends on the activity.
   C. Sometimes I do. It depends on the book.
   D. No, I just enjoy hearing the book

7. If you enjoy doing an activity after your teacher has read a book to you, which activity do you prefer to do?
   A. Write in a response journal your thoughts and feelings about the book
   B. Act out the story—do a play about the book
   C. Draw a picture about the story
   D. Talk about the book in a class discussion
   E. Talk about the book with 3 or 4 classmates
   F. Watch a video of the book
   G. Write a letter to the author of the book
   H. I do not like to do any activity after my teacher has read a book to me. I just enjoy hearing the book.

Appendix C:

Post-Treatment Attitude Survey Questions

Appendix C: Post-Treatment Attitude Survey Questions

Post-Treatment Attitude Survey Questions

1. Tell me your thoughts about the book. Did you enjoy the story? Tell why or why not.

2. Tell me your thoughts about the video. Did you enjoy the movie? Tell why or why not.

3. Did you like the book or the video better? Tell why.

4. Did seeing the video help you to <u>understand</u> the book better? Explain your answer.

5. Did it bother you that some parts of the video were different than the book? Tell why or why not.

6. Did you enjoy watching the video <u>before/in the middle/after</u> reading the book? Explain why or why not.

Appendix D:

Teacher Interview Questions

Appendix D: Teacher Interview Questions

Teacher Interview Questions

Interview One: Following the First Treatment

1. Do you think the children enjoyed the book?

2. Do you think the children enjoyed writing in the response journals?

3. Do you think it helped the children to understand the book better by recording responses to the chapters read in their response journals?

4. How did the children react or respond when the video and the book differed?

5. Do you think seeing the video helped the children to understand the book better?

Interview Two: Following the Completion of the Study

1. Do you think watching the video adaptation of the books read aloud benefited or enhanced the children's understanding of the stories? How so?

2. What treatment did you feel was the most effective for using a video to help teach literacy—showing the video before, during or after the reading of the book? Why?

3. Would you use a video adaptation again to enhance literacy instruction or children's responses to literature? Why or why not?

4. Would you use response journals again for the children to record their thoughts and feelings about a book or video? Why or why not?

5. Based on this study, how do you think the video adaptations influenced the children's responses?

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